School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

This chart shows the total general purpose revenue San Diego Unified School District expects to receive in the coming year from all sources.

The total revenue projected for San Diego Unified School District is $1,368,902,144.00, of which $1,041,226,850.00 is Local Control Funding Formula (LCFF), $194,543,729.00 is other state funds, $31,690,641.00 is local funds, and $101,440,924.00 is federal funds. Of the $1,041,226,850.00 in LCFF Funds, $126,215,370.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.
This chart provides a quick summary of how much San Diego Unified School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

San Diego Unified School District plans to spend $1,420,819,370.00 for the 2019-20 school year. Of that amount, $1,409,301,196.00 is tied to actions/services in the LCAP and $11,518,174.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The LCAP does not include the required reserves, or the charter and private school funding. The LCAP also does not include certain site specific funding sources (for example, foundations, donations), Prop 39 expenditures, Supplemental Early Retirement Program and the STRS On-Behalf Pension Contribution.

**Increased or Improved Services for High Needs Students in 2019-20**

In 2019-20, San Diego Unified School District is projecting it will receive $126,215,370.00 based on the enrollment of foster youth, English learner, and low-income students. San Diego Unified School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, San Diego Unified School District plans to spend $153,538,219.00 on actions to meet this requirement.
This chart compares what San Diego Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what San Diego Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, San Diego Unified School District's LCAP budgeted $148,092,086.00 for planned actions to increase or improve services for high needs students. San Diego Unified School District estimates that it will actually spend $144,768,305.00 for actions to increase or improve services for high needs students in 2018-19. The difference between the budgeted and actual expenditures of $3,323,781.00 had the following impact on San Diego Unified School District's ability to increase or improve services for high needs students:

There was a net zero impact towards the actions related to the increased or improved services for high needs students. The variance was mainly attributed to a lower than anticipated contribution to the Early Childhood Education Program and a shift from LCFF funding for certain contracted services. The actions and services described in the 2018-19 Demonstration for Increased and Improved Services Section of the LCAP were adhered to.
Local Control Accountability Plan and Annual Update (LCAP)

Addendum: General instructions & regulatory requirements.
Appendix A: Priorities 5 and 6 Rate Calculations
Appendix B: Guiding Questions: Use as prompts (not limits)
California School Dashboard: Essential data to support completion of this LCAP. Please analyze the LEA’s full data set; specific links to the rubrics are also provided within the template.

<table>
<thead>
<tr>
<th>LEA Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>San Diego Unified School District</td>
<td>Cindy Marten, Superintendent of Public Education</td>
<td><a href="mailto:cmarten@sandi.net">cmarten@sandi.net</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>619.725.5506</td>
</tr>
</tbody>
</table>

2017-20 Plan Summary

The Story
Describe the students and community and how the LEA serves them.

Overview

The San Diego Unified School District served 103,216 students in Grades TK-12 in the 2018-19 school year, and retained its rank as the second largest public school district in California. The district also served 2,810 preschool students (infants and pre-formal, Early Childhood Special Education and State preschool). The student population is extremely diverse, representing more than 15 ethnic groups and more than 60 languages and dialects.

Since its founding in 1854, the district has grown from a small, rented school building with one teacher to its current size—181 educational facilities and over 14,000 employees. Approximately 5,500 teachers are in classrooms at the district's various educational facilities, which include 108
The San Diego Unified School District is proud to call itself one of the top large urban school districts in the United States. Measures include its top scores on state and local assessments, its leadership in areas such as instruction, technology, curriculum, neighborhood and specialty schools, career-technical education and food services. Its graduates include Hall of Fame sports stars, along with some of the nation's top scientists, artists, writers and civic/business leaders.

The district strives for academic excellence for every child, every day. It offers world language courses in Grades 7-12, International Baccalaureate (IB) schools and Advanced Placement (AP) courses for students who seek added academic rigor, arts and music programs in every school, career pathways aligned with high skill, high wage jobs, college courses on high school campuses, computer technology to allow for closer student collaboration and digital literacy, personalized learning to unlock the genius of every child, language immersion programs in Spanish, French, and Mandarin, project based learning environments, and work based learning in exciting fields including healthcare, clean energy, information technology, advanced manufacturing, and law enforcement.

Mission Statement

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

Vision 2020 Quality Schools in Every Neighborhood

To prepare students for the competitive global economy they will face in the years ahead, the San Diego Unified Board of Education adopted a focused, long term plan for student achievement targeted for full implementation by 2020. Vision 2020 is a community-based school reform plan that engages all parents, staff, students and community members that will result in a high level of confidence in San Diego’s public schools. Between now and 2020 the district will continue to develop a world-class school system for all students.

The Board of Education holds itself responsible for maintaining the focus of the staff and the community on Vision 2020. The Board reviews Vision 2020 at the end of each school year to assess progress toward the goals of the vision. The Board designates to the Superintendent the development of the strategic process for the implementation of the goals of Vision 2020. Vision 2020 will create a school district that:

- Creates improved and broader measures of student achievement.
- Develops schools as neighborhood learning centers.
- Ensures effective teaching in the classroom.
- Engages parents and community volunteers in the educational process.
Facilitates communication and support.

Vision 2020’s 12 Indicators of a Quality Neighborhood School are the basis for the district’s six LCAP Goals, and are the measures upon which the Superintendent is evaluated each year:

Goal 1: Closing the Achievement Gap with High Expectations for All
Goal 2: Access to Broad and Challenging Curriculum
Goal 3: Quality Leadership, Teaching and Learning
Goal 4: Positive School Environment, Climate and Culture
Goal 5: Family and Community Engagement with Highly Regarded Neighborhood Schools
Goal 6: Well-Orchestrated Districtwide Support and Communications

Vision 2020 states that schools will be organized into 16 clusters for greater community cohesion.

Clusters will consist of a high school and the middle and elementary schools that feed into it.
Clusters will ensure that there is a continuity for the neighborhood students in the Pre-K to Grade 12 program.
Cluster councils will promote the schools in their communities.
Cluster councils will work with schools, community and district staff to improve the quality of their neighborhood schools.
Cluster councils will be a democratic representation of the school community including teachers, administrators, support staff, students, parents and community members.

San Diego Unified School District Fast Facts

103,216 students (2018-19, Grades K through 12)
2nd largest district in California
181 total educational facilities
118 elementary schools, including K-8
24 middle schools
22 high schools
12 Atypical schools
5 additional program sites
Ethnic diversity (students):
   44.0% Latino
   24.1% White
   9.6% Asian / Indo-Chinese
   8.9% Multi-Racial
   7.5% African-American
   5.2% Filipino
   .4% Pacific Islander
   .3% Native American

20.9% English Learners
57.6% eligible for free or reduced price meals
13,942 students with Individual Education Plans
8,015 students from military families
19,454 students designated for the Gifted and Talented Education (GATE) program
875 foster youth enrolled
8,016 homeless student enrolled
$1.4 billion annual operating budget

**LCAP Highlights**

Identify and briefly summarize the key features of this year’s LCAP.

The LCAP serves as the district’s annual work plan. District staff report regularly to the Board of Education and the public on the progress of LCAP implementation, and the Superintendent’s annual evaluation is based on the district’s achievement of progress toward the LCAP goals. The district’s six LCAP Goals remain unchanged and continue to be in alignment with Vision 2020. Specific Actions and Services within each Goal have been updated, or are continuing from 2018-19, as noted in the document.

Key themes that are evident throughout the 2019-20 LCAP include:

- Student Centered Coaching Cycles
- Visual and Performing Arts (VAPA)
Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress-

The district continues to demonstrate strong performance in graduating students on time while implementing more rigorous graduation requirements. Coupled with strong graduation performance, the district also has achieved a very low dropout rate of 3.6 percent. Aligned with this are improvements for all students in meeting the UC/CSU ‘a-g’ requirements (grades of C or higher) with a rate for 2018 of 69.9%. Of note, our foster youth improved two levels for the graduation metric on the Dashboard, moving up to “yellow” from “red.”
LCAP Action/Service 1.3. describes the district’s plan to ensure graduation rates continue to increase for traditionally underperforming students. The Office of School Innovation and Integrated Youth Services, Area Superintendents, and site counselors will use a rubric to standardize districtwide expectations in identifying at-risk students. The Early Warning System (EWS) will continue to be used by the Children and Youth in Transition (CYT) Department as well as other departments and school staffs. It is designed to identify the students at-risk within the areas of attendance, D and F grades, Grade Point Average (GPA) by grading period, citizenship, chronic tardiness, chronic absence, suspensions, referrals, and high school credits earned. Students identified as at-risk are designated to receive Tier 2 and Tier 3 services and supports as needed. The Online Student Profile System (OSPS) that assesses students at-risk of not meeting district graduation requirements will continue as well. In addition, the district will deploy a new business intelligence/data analytics platform in 2019-20, one that includes dashboards and reports that give educators the ability to track progress of students and monitor students receiving various intervention services. Graduation rates and dropout prevention will be emphasized for students with disabilities, as informed by State Performance Plan Indicators for Special Education. Children and Youth in Transition (CYT) staff will support multiple schools in monitoring student progress toward graduation and access to advanced pathways, with emphasis on students with disabilities, English Learners (EL), youth in transition (foster, homeless), African American and Latino students.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

The district had one indicator, Chronic Absenteeism, assigned a color for the first time in 2018, for which the “all students” group was “orange.” The district’s new data analytics platform includes reports that show which students are chronically absent and those who may be trending in that direction. These dashboards provide visibility to students who many need support and early intervention to improve attendance. One student group, foster youth, had performance in the “red” category on four indicators from the Dashboard: 1) chronic absenteeism; 2) suspension rate; 3) English Language Arts; and 4) mathematics. The students with disabilities group had performance in the “red” category on three indicators from the Dashboard: 1) graduation rate; 2) English Language Arts; and 3) mathematics. Other groups in the “red” category include homeless students on chronic absenteeism and African American students on suspension rate. In addition, numerous student groups were in the “orange” performance category on multiple indicators (e.g., English Learners [EL] “orange” on all and homeless students “orange” on five of six indicators). Further, two indicators (chronic absenteeism and suspension rate) had nine student groups in “red” or “orange” and two more indicators (ELA and math) had seven student groups in the same colors.

LCAP Goal 1 addresses closing the achievement gap with high expectations for all students. Additional intervention and support for students with disabilities is described in Actions and Services 1.5.a. and 1.7.a. and b. Additional intervention and support for African American and Latino students is described in Actions and Services 1.6. and 1.10.a.; and additional intervention and support for English Learners (EL) is described in Actions and Services 1.1.b., 1.2.b., 1.3.b., 1.4.a., and 1.8.a. and b. Additional intervention and support for foster youth is described in Actions and Services 1.3.a., 1.3.b., and 1.9.

LCAP Goal 2 addresses access to broad and challenging curriculum for all students, including African American and Latino. Instructional programs and services for students with disabilities are described Actions and Services 2.6. Additional support for English Learners (EL) is described in
Actions and Services 2.5.

LCAP Goal 3 addresses quality leadership, teaching and learning for all students. The Actions and Services to acquire, develop, and retain classroom teachers, certificated support personnel and site administrators described in Actions and Services 3.1.a. and 3.4. include students with disabilities and African American and Latino students. The professional development for teachers and administrators described in Actions and Services 3.1.b. and 3.5. Includes training in the needs of students with disabilities and English Learners (EL).

LCAP Goal 4 addresses positive school environment, climate and culture with equity at the core and support for the whole child. Providing for the social and emotional needs of students with disabilities is described in Actions and Services 4.1.a., and providing for the health and wellness of students with disabilities is described in Actions and Services 4.2.a. Providing for the social and emotional needs of English Learners (EL) is described in Actions and Services 4.1.b. Youth advocacy services for students with disabilities, English Learners (EL), African American and Latino students is described in Actions and Services 4.4.a. and b.

LCAP Goal 5 addresses family and community engagement. Meaningful engagement and participation by all families including African American and Latino, and families of students with disabilities is described Actions and Services 5.1.a. Meaningful engagement and participation by the families of English Learners (EL) is described Actions and Services 5.1.b., and translation services for families of English Learners (EL) is described in Actions and Services 5.3.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

**Performance Gaps**

For the state indicators on the Dashboard, the following groups were two or more levels below the “all student” group:

- Suspension rate: foster youth and African American
- Graduation rate: students with disabilities
- College and Career: English learner and homeless
- Academic, ELA: English learner, foster youth, homeless, socioeconomically disadvantaged, students with disabilities, African American, and Latinx
- Academic, Math: foster youth and students with disabilities

LCAP Goal 1 addresses closing the achievement gap with high expectations for all students. Additional intervention and support for students with disabilities is described in Actions and Services 1.5.a. and 1.7.a. Additional intervention and support for English Learners (EL) is described in Actions and Services 1.1.b., 1.2.b., 1.3.b., 1.4.a., and 1.8.a. and b. Additional intervention and support for foster youth is described in Actions and Services 1.3.a., 1.3.b., and 1.9.

LCAP Goal 2 addresses access to broad and challenging curriculum for all students, including English Language Arts (ELA) and math. Instructional Programs and services for students with disabilities are described in Actions and Services 2.6. Additional support for English Learners (EL) is described in Actions and Services 2.5.
LCAP Goal 3 addresses quality leadership, teaching and learning for all students. The Actions and Services to acquire, develop, and retain classroom teachers, certificated support personnel and site administrators described in 3.1.a. and 3.4. include students with disabilities, and 3.1.b. includes English Learners (EL). The professional development for teachers and administrators described in Actions and Services 3.5. includes training in the needs of students with disabilities.

LCAP Goal 4 addresses positive school environment, climate and culture with equity at the core and support for the whole child. Providing for the social and emotional needs of students with disabilities is described in Actions and Services 4.1.a., and providing for the health and wellness of students with disabilities is described in Actions and Services 4.2.a. Providing for the social and emotional needs of English Learners (EL) is described in Actions and Services 4.1.b. Youth advocacy services for students with disabilities is described in Actions and Services 4.4.b.

LCAP Goal 5 addresses family and community engagement. Meaningful engagement and participation by all families including students with disabilities is described in Actions and Services 5.1.a. Meaningful engagement and participation by the families of English Learners (EL) is described in Actions and Services 5.1.b., and translation services for families of English Learners (EL) is described in Actions and Services 5.3.

**Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

**Schools Identified**

Identify the schools within the LEA that have been identified for CSI.

- ALBA
- Garfield High
- Home and Hosp/Transition Support
- Horton Elementary
- Ibarra Elementary
- Innovation Middle
- Joyner Elementary
- Knox Middle
- Linda Vista Elementary
- Logan K-8
- Memorial Scholars and Athletes
- Porter Elementary
- Riley/New Dawn
- San Diego Metro Career and Tech
Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

1. SDUSD District leadership met with the 14 CSI identified schools for an information session and reviewed the following information
   - Reviewed the process for CSI identification
   - Examined how to increase achievement across all dashboard indicators and exit CSI
   - Tasked sites with developing a needs assessment with their stakeholders based on the dashboard indicators

2. Schools reviewed their data, conducted a root cause analysis and completed a needs assessment with stakeholder groups at the site including School Site Councils (SSC), English Learner Advisory Council and Site Governance Teams (SGT).

3. After completing the needs assessment, SDUSD District leadership reconvened with the 14 CSI identified schools for an input gathering session to discuss their needs in further depth.
   - Group discussed common trends/needs and possible responses to the data to implement researched-based practices for increasing student achievement, improve chronic absenteeism, and reducing suspensions/expulsions.
   - Sites identified two high areas of need based on their needs assessment and input from community. The three areas identified were instructional, attendance and social emotional support.
   - Each site shared their needs assessment priorities with their Area Superintendent based on their stakeholder input meetings for feedback from the district level.

4. Principals completed the resource inequity process with their communities to identify resource inequities at the site level. They submitted their plans and worked with Instructional Cabinet to identify commonalities across all CSI schools. Those included the following: counseling support, mental health support, district policy regarding absenteeism, trauma informed care support, and parent and family support. The district then held a CSI fair and provided the principals with a menu of support to meet those identified inequities. This menu consisted of: district coaching support, Think CERCA, Tariq Khamisa Foundation, Anti-Defamation League, Outdoor Outreach, Movement BE, Odysseyware, NAMI, SDYS-Bridgeways, SAY San Diego, CAL SOAP, Jewish Family Services, Project Roots, ELD Benchmark, Mending Matters, DETOUR/F.A.N.C.Y, MHM (English 3D, System 44, Read 180, iRead). The schools had the option to utilize their CSI funds through these supports or in other ways depending on their needs and community. Throughout the SPSA process CSI funds were identified and specific strategies were identified with the SPSA.

5. SDUSD District leadership reviewed all site based needs assessments, discussed resource inequities which include, Chronic Absenteeism, Suspension Rate, Graduation Rate, English Language Arts and Mathematics. Following that discussion the district in conjunction with the principals developed a menu of evidence-based interventions for sites to prioritize based on site specific needs and common trends.

6. SDUSD District leadership team met with CSI Principals to share centrally funded resources/support and differentiated site based menu of supports.
Centrally Funded Support will include:

Identified CSI schools will receive support from Marzano Research Associates focused on improving CA dashboard outcomes. Using the High Reliability Schools (HRS) framework and indicators, schools can drive permanent, positive, and significant impact on student achievement by synthesizing multiple complex initiatives into one harmonious system. Marzano Research will support the certification and onsite professional development at identified sites, with a focus on Level 1 (safe and inclusive school culture) and Level 2 (Effective Teaching)

- Virtual Kickoff with Dr. Marzano
- School improvement survey administration and analysis for each school to develop a long term strategic plan for school improvement.
- 10 sessions of personalized leadership coaching
- 10 days of on-site professional development
- Access to 4 virtual professional development recorded webinars
- Certification completion

$217,000 Total Cost

All CSI comprehensive schools will receive on-site Student Centered Coaching Cycle support for 6 - 10 weeks

- 6 -10 weeks of onsite coaching provided by Common Core Support Teachers
- Goal: Improve student learning toward grade level standards by building teacher capacity and implementation of research based teaching practices. Coaching Cycles will be provided in Math, ELA, ELLA (Early Literacy and Language Acquisition), Middle Math, Middle ELA.
- Coaching cycle support will be aligned to the specific site based needs assessment and dashboard indicators.

$0 Cost to School Site

CSI comprehensive schools will receive support from an experienced principal who will serve as a partner and coach (with the exception of atypical schools)

- Philosophy: Establish a learning partnership with ongoing mentoring and support for the purpose of improving student outcomes
- 6 weeks of coaching throughout the year

Partner Principal provides support in relation to leadership goals and strategic plan

$353,600 Total Cost

Subsequent to centrally funded support, sites will also receive a per pupil allocation and a menu of support services to engage their community and stakeholders.

Based on needs assessments results, Dashboard indicators and site-level stakeholder engagement, site support may include but are not limited to the following research based menu of service options:
**Differentiated Supports:**

**Leadership**
- **Break Through Coaching** - a focus on executive management provides leaders with structures and systems needed to focus on instructional leadership.

**Guaranteed Viable Curriculum**
- **Benchmark Education** provides core, supplemental digital resources that help diverse students increase their achievement and master new standards

**Social Emotional Learning, Mental Health & School Climate**
- **School-based Mental Health**
  - Contracts with community organizations can support students mental health (Tier 2 & 3) through Licensed Social Workers. Services would vary, depending on your school's needs: Individual, Family, Group Therapy will be available. Services will be coordinated with principal based on school allocations.
- **Social Emotional Learning**
  - Contracts to enhance students' Social & Emotional include Tier 1 & Tier 2 interventions by community organizations and approved MOUs for example: Restorative Justice Practices, Girl's/LGBTQIA Support Groups, African American Student Empowerment Groups, Online SEL Skills Program (ODYSSEYWARE) and others. Services will be coordinated with principal based on school allocations.
- **Positive Behavior Intervention and Supports**
  - Training available for schools based on the needs of schools. Individual training and coaching available through SDUSD BSR Department and/or increased contracted services depending on school's needs

**Absenteeism**
- **Enhancing Student Sense of Belonging**
  - These services will be designed to support integrated approaches to increasing school attendance including: home visiting programs, parent attendance leadership, attendance and wellness campaigns. OPT-IN Services will be provided by SDUSD hourly employees based on school needs.

**College Readiness**
- **College readiness** refers to the set of skills, knowledge, and behaviors a high school student should have upon graduation and entering their freshman year of college. It’s all about the ability to find success while studying at an institute of higher learning.
- **Contracted services** could include student tutoring and mentorship opportunities including: academic skills, critical thinking, problem solving, time management, decision making, communication, and networking.

**Career Readiness**
- **Career-readiness skills** will support students effectively navigate pathways that connect education and employment to achieve a fulfilling, financially-secure and successful career. A career is more than just a job. Through contracting services, students will receive
services that will enhance their adaptability and commitment to lifelong learning as well as mastery of key career knowledge, skills and dispositions. CAL-SOAP & Reality Chargers are a few agencies that promote readiness skills of students for College and Career.

Community and Family Participation
● As CSI plans are drafted and finalized, these need to be shared with your community to strengthen and increase engagement in our programs serving our students (ESSA's Recommendation, 2016)

Per Pupil Allocation per site:

- ALBA ........................................... 12,914
- Garfield High.................................. 95,033
- Home and Hosp/Transition Support.......... 31,788
- Horton Elementary............................. 135,099
- Ibarra Elementary............................. 151,656
- Innovation Middle............................. 161,258
- Joyner Elementary............................ 187,417
- Knox Middle.................................. 212,252
- Linda Vista Elementary....................... 117,881
- Logan K-8..................................... 144,702
- Memorial Scholars and Athletes............ 137,417
- Porter Elementary............................ 279,139
- Riley/New Dawn............................... 62,914
- San Diego Metro Career and Tech.......... 43,377

Monitoring and Evaluating Effectiveness
Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Area Superintendents will be the primary facilitator for monitoring and evaluating effectiveness for the improvement of our CSI schools for the ultimate goal of developing high reliability schools (HRS)

Area Superintendents will lead the following efforts:
● Conduct regular site visits to monitor the implementation of the plan and monitor student progress.
  ○ Progress will be monitored based on the goals identified in the Single Plan for Student Achievement (SPSA).
● Debrief classroom walkthroughs and provide targeted actions for next steps
● Leverage district resources to provide targeted support in alignment with site CSI plans
● Participate in coaching cycles at CSI schools
Facilitate the Launch, attend the Mid-cycle and facilitate the end of the coaching cycles
Coaching cycle coaches will:
  ● Review the site data, identify focus students, identify instructional improvement areas and leadership strategies, assign specific coaches to specific teachers.
  ● Lead monitoring meetings with cohorts of like schools to discuss progress toward goals and share best practices.
    ○ Area Superintendents and CSI Principals will share current data from common formative assessments in mathematics and English Language Arts (ELA), attendance, grades, and suspensions.
  ● District leadership will meet on a quarterly basis with principals to:
    ○ Gauge the impact of supports on their schools with supporting data based on their CSI indicator
    ○ Review quarterly goals, reflect on progress, and determine adjustment and support.

In addition to the work led by the Area Superintendents. Consultants from Marzano Research will conduct an initial needs assessment and provide onsite coaching throughout the year to provide input and monitor progress towards their goals identified in the SPSA.
Goal 1

**Closing the Achievement Gap with High Expectations for All:** All levels of the organization work to improve student achievement and close the achievement gap for all underperforming student groups.

State and/or Local Priorities addressed by this goal:

- State Priorities: 4
- Local Priorities: Vision 2020: Closing the achievement gap with high expectations for all.

### Annual Measurable Outcomes

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<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL reclassification rate: 24.4%</td>
<td>14.5%</td>
</tr>
<tr>
<td>ELs making at least one year's progress in learning English: 56.1%</td>
<td>Changes to 2019 ELPAC proficient level cut points render comparisons to 2018 invalid.</td>
</tr>
<tr>
<td>ELs achieving proficiency in English, &lt;5 yrs cohort: 35.6%</td>
<td>Changes to 2019 ELPAC proficient level cut points render comparisons to 2018 invalid.</td>
</tr>
<tr>
<td>ELs achieving proficiency in English, 5+ yrs cohort: 52.8%</td>
<td>Changes to 2019 ELPAC proficient level cut points render comparisons to 2018 invalid.</td>
</tr>
<tr>
<td>CAASPP, ELA: 60.0%</td>
<td>56.4%</td>
</tr>
<tr>
<td>CAASPP, Math: 50.0%</td>
<td>47.2%</td>
</tr>
<tr>
<td>High school graduation rate: 92.2%</td>
<td>86.9%</td>
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</tbody>
</table>
High school dropout rate: 3.2% | 3.6%
---|---
Early Assessment Program results, ELA: 70.0% | 62.0%
Early Assessment Program results, Math: 47.0% | 37.0%
Middle school dropout rate (grade 8): 0.01% | 0.01%

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1.1.a.**

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<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Multiple Measures and Data - All Students, Students w Disabilities, GATE, African American, Latino</strong></td>
<td><strong>Multiple Measures and Data - All Students, Students w Disabilities, GATE, African American, Latino</strong></td>
<td>$2,507,996 LCFF Base</td>
<td>$2,414,769 LCFF Base</td>
</tr>
<tr>
<td>1. Analysis of formative assessments will inform the development of student learning plans and facilitate individual student goal setting, ongoing progress monitoring, and year-end effectiveness evaluation. Area Superintendents will strengthen systems and structures for monitoring student outcomes. On-track graduation monitoring will include K-12 progress indicators. Reclassification rates will reflect English Language Proficiency Assessments for California (ELPAC) district- and school-wide baseline data. The language assessment instrument will be revised to build capacity to collect, code, and understand observational data.</td>
<td>1. Area Superintendents facilitated data monitoring meetings with all principals three times throughout the year to monitor student growth, reclassification rates and annual growth rates of student English proficiency rates as reflected in ELPAC scores, discuss best practices for student achievement, solution seeking around problems of practice, and align assessment measures within and across clusters. - During classroom coaching/observation, language samples were collected from focus students as a formative measure to analyze language progress and assist teachers on instructional next steps. The California ELD standards proficiency level continuum served as a means to support projected oral language expectations. Formative assessments were used in English Language Arts (ELA) Elementary</td>
<td>$87,511 Other - Title I</td>
<td>$22,678 Other - Title I</td>
</tr>
</tbody>
</table>
2. In moving toward a student-centered coaching model, central office instructional technology teachers will collaborate with other central office resource teachers, classroom teachers, and teacher teams around a repertoire of technology resources and the use of digital tools for formative assessment. Student-centered coaching includes setting specific targets for students that are rooted in the standards and curriculum and working collaboratively to ensure that targets are met. Impact is measured based on student learning. The use of technology to gather language samples to support English Learners (EL) will be explored. Math resources will be expanded to support school sites in understanding their learners and monitoring progress. Induction participating teachers will continue individual inquiries with coaching and monitoring student achievement. The Instructional Technology Department will continue to support the use of formative assessment tools in the work of the coaching cycles by modeling and supporting the effective use of these tools with central coaching cycles to ensure students were working towards Learning Goals and Targets based on the Critical Concepts. Baseline data was collected using the Fountas and Pinnell Reading assessment. This assessment was given as a pre and post assessment to measure reading behaviors that students were controlling and approximating within their instructional reading level as well as to demonstrate growth in reading behaviors and levels at the conclusion of the coaching cycle.

2. Formative assessments ensure effective teaching occurs in every classroom. The instructional Technology Department supports central office resource teachers, classroom teachers and teacher teams in using digital tools for formative assessment purposes. Math resource teachers supporting student centered coaching cycles collaborated with the Instructional Technology department to plan and facilitate network retreats. Through co-facilitating, resource teachers and instructional technology resource teachers provided opportunities for classroom teachers and teacher teams to understand, learn, and apply digital formative assessment tools for classrooms. In addition, the Instructional Technology Department collaborated with the Early Literacy Language Acquisition (ELLA) department to support the use of Book Creator for supporting interactive writing. The Instructional Technology Department saw significant success in the collaboration with the TK/K STEAM initiative. Formative assessments were built into the
Office resource teachers as well as classroom teachers. These tools will be an integral part of identifying students’ progress toward meeting learning targets as well as Common Core State Standards (CCSS) and will be present in future coaching cycles.

3. Area superintendents will support schools in developing student goal-setting capacity, including all principals developing goals aligned with the California State dashboard metrics for English Language Arts (ELA) and mathematics.

4. Critical concepts and proficiency scales will be used in the design of formative and summative site-based assessment systems. Priority standards are a carefully selected subgroup of the entire set of the grade-specific and course-specific standards within each content area that students must know and be able to do by the end of each school year to be prepared for the standards at the next grade level or course. Proficiency scales represent a progression of learning goals with three levels of difficulty – the target content, the simpler content, and the more complex content. The reading lessons through video reflections using flipgrid and SeeSaw where students share their learning and teachers have the opportunity to plan next steps for instruction based on the needs of their students. The Instructional Technology department served as advisors for the upcoming work with secondary curriculum coaches and the guaranteed and viable curriculum (GVC). They collaborated with curriculum writers to use Universal Design for Learning as a lens for finding multiple means of engagement (formative assessment) to support learners. In collaboration with the Instructional Technology Department, Math resource teachers developed lesson resources using Google Slides and Classflow.

3. Area Superintendents supported the development and monitoring of goals quarterly.

4. In coaching cycles, critical concepts were used to create learning goals and targets for teachers and students in English Language Arts (ELA) Elementary coaching cycles. Learning goals were set based on the target content from the Critical Concepts. Learning targets were developed based on data from the pre-assessment and the simpler content on the Proficiency Scales.
strategy will include high-leverage oral language expectations that coincide with trimester expectations. Coaches will embed critical concepts into coaching cycles and provide teachers with capacity building professional development.

5. Use of the Multiple Factor Eligibility Matrix (MFEM) for identification of Gifted and Talented (GATE) eligibility will continue. The MFEM includes multiple sources of data including test scores, grades and special factors that are known to impact test scores. Matrix factors are weighed and include economic challenges, mobility rates, disabilities and English Learners (EL).

6. The achievement of students with disabilities will be monitored to inform the development of effective academic, attendance and behavior support plans. Professional development focusing on individualized instruction opportunities to meet unique learning and social/emotional and behavioral needs will be provided to ensure improved student outcomes. Additional trainings, based on site needs which will also focus on assessment, intervention, and monitoring of student data to increase academic outcomes will be developed.

5. The Multiple Factor Eligibility Matrix (MFEM) was used to assist in Gifted and Talented Education (GATE) identification for all students who took the Cognitive Abilities Test (CogAt). The matrix provided extra points to each child’s CogAt score if he/she was eligible in any of the multiple sources.

6. Principal professional learning focused on ensuring all students feel, safe, wanted, and successful across all classrooms. Principals read the research around teaching practices and classroom strategies that promote academic and social-emotional success. Principals received professional development on the universal screener (FAST) and have access to this monitoring tool as a means to track academic performance in relations to the Common Core Standards. Students with disabilities have been a focus of the English Language Arts (ELA) and Math Elementary coaching cycles. Target students were chosen from this subgroup and closely monitored and supported in classrooms. Principals added students with disabilities to their strategic plans.

Principals set goals and monitored the achievement of students with disabilities. Sites developed interventions and supports for students with disabilities who were not
7. African, African-American, and Latino student achievement will be monitored to inform the development of effective academic, attendance and behavior support plans.

7. Principals set goals and monitored the achievement of African, African American and Latinx students. With the support of an integrated team principals developed interventions and supports for African, African American and Latino students who are not in the sphere of success and monitored the impact of the interventions. Additionally, Principals and Area Superintendents conducted classroom observations with a lens on students who are not in the sphere of success in order to monitor the impact of instruction on student learning.

Action 1.1.b.

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
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</thead>
</table>
| **Multiple Measures and Data - English Learners**
1. The Office of Language Acquisition (OLA) will develop and use English Language Development (ELD) Bundles with SDUSD Critical Concepts for Area Superintendents, site administrators, English Language Instructional Resource Teachers (ELIRT), classroom teachers, Instructional Leadership Teams (ILT) and Professional Learning Communities (PLC) to continuously analyze and evaluate English in the sphere of success based on the analysis of data. Principals and Area Superintendents conducted classroom observations with a lens on student who are not in the sphere of success in order to monitor the impact of instruction on student learning. | **Multiple Measures and Data - English Learners**
1. The Elementary Math, English Language Arts (ELA), and English Language Instructional Resource Teachers (ELI-RT) work within their integrated teams to design language targets aligned to the math concepts during Number Talks or during Reader’s Workshop. The ELI-RTs collected language samples of student discourse to ensure students are using or approximating the academic language | | See actions 1.1.a., 1.8.a., 1.8.c. | See actions 1.1.a., 1.8.a., 1.8.c. |
Learner (EL) language progress toward grade level expectations. The formative assessment cycle includes teachers and students setting goals to make progress toward language standards, and teachers and students using a variety of assessment tools to monitor language progress toward the learning standard and language goal. District professional development sessions will demonstrate the correlation and alignment of language targets to Critical Concepts and other formative assessments. The Early Learning and Language Acquisition (ELLA) team will expand the work of supporting English Learners (EL) by providing teachers with high-leverage oral language goals that are carefully matched to reading standards. The Math team will continue to analyze and monitor student language use and progress in relation to the English Language Development (ELD) Bundles.

2. The English Language Development (ELD) Bundles will be used with site proficiency scales to:
   
   a. Monitor the progress of English Learners (EL) including Long Term English Learners (LTEL), newcomers and reclassified students.
   
   b. Determine the short- and long-term needs of English Learners (EL).
   
   c. Determine specific actions designed to accelerate English Learner (EL) language acquisition and learning.

   ELI-RTs confer with English Learner (EL) students and teacher to notice and name ways in which students are maximizing talk opportunities for meaning making, clarifying, and demonstrating the use of appropriate language structures. The ELI-RTs along with coaching team analyze the data and progress of EL target students throughout the cycle.

2. English Language Development (ELD) has been modeled during lessons through Integrated ELD.

   a. Monitoring data collected on the progress of English Learners (EL) during student centered cycles includes student language samples and formative samples, anecdotal notes during oral responses, during partner talk or whole group share outs, as well as student work samples. Learning and Language Targets are developed by teacher and coaches to support content and language learning.
3. TK-8 teachers who participated in Student Centered Coaching Cycles will set language goals and language targets using the English Language Development (ELD) Bundles as part of the initial coaching cycle process. Critical Concepts will be used to monitor progress, determine language needs, and determine next steps for language acquisition.

b. Data is analyzed by teacher and English Language Instructional Resource Teachers (ELI-RT) to determine instructional implications to lesson design.

c. In determining specific actions needed for acceleration of language acquisition, small group lessons are designed including Designated ELD (for example the ELI-RT math team created Designated ELD lessons based on the number talk structure to provide additional supports for English Learners (EL)).

3. English Learners at the emerging levels of English proficiency were carefully monitored before, during and after the English Language Arts (ELA) coaching cycle in order to close the achievement gap and to foster accelerated reading and language acquisition. Coaches and teachers used the Language Observation tool alongside the Fountas and Pinnell Reading Assessment to gather reading and oral language data from students at this level. This data, along with ongoing formative assessment, was used before the coaching cycle to determine instructional next steps for reading as well as integrated and designated English language development. Impact on student learning was reported at each ELA final, and English learners were a focal subgroup that was reported out on:

- Impact on English Learners
- Monitoring an English Learner
- Aligning ELD Standards to Number Talks
The Elementary Math Team utilized the Number Talk lesson structure to develop a Designated English Language Development (ELD) lessons based on the language proficiency of ELs. They group students based on language need from a foundational level to an expanding level. Lesson focused on academic language, explaining your thinking, listening and speaking, and justifying your thinking.

The Early Literacy and Language Acquisition (ELLA) Team developed a range of resources including high leverage language strategies to support Integrated and Designated ELD instruction. The ELLA team taught ELD support strategies to all teachers within and outside the coaching cycles (e.g., Network Retreats, Capacity Builders). These resources have translated into Spanish and are available on the ELLA website (bit.ly/ELLAsite). Teachers in the ELLA the coaching cycles set language goals for all lessons.

### Action 1.2.a.

<table>
<thead>
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<th>Planned Actions/Services</th>
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<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support for Early Learning Programs – All Students, GATE, Students w Disabilities</td>
<td>Support for Early Learning Programs – All Students, GATE, Students w Disabilities</td>
<td>$16,933,829</td>
<td>$19,187,878</td>
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<tr>
<td>1. Gifted and Talented Education (GATE) services will transition to a site-based model,</td>
<td>1. The principal binder was updated in Summer of 2018 and distributed to principals</td>
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<td>electronically to them in August 2018. The binder contains information about Gifted</td>
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<td>and Talented Education</td>
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resources for principals updated annually, such as a Gifted and Talented Education (GATE) resource binder/toolkit. Site-level professional development will ensure successful districtwide implementation.

2. Least restrictive environment data from the California Special Education Management Information System (CASEMIS) will be used to determine access and opportunity levels for students with disabilities to participate in educational services along with non-disabled peers. Additionally, Individual Education Plan (IEP) services data and course schedule data will be used to ensure students with disabilities are provided appropriate access and opportunity to high quality instruction at all levels.

3. First grade students will receive differentiated instruction to ensure reading proficiency by Grade 3. A sustained focus of and inquiry into novice English Learner (EL) readers will be maintained, along with support for schools with high numbers of English Learners (EL) and development of early literacy demonstration sites.

(GATE) models, GATE testing, and provides sample professional development opportunities for both teachers and parents. The GATE department as well as the GATE District Advisory Committee provided oversight as to the site implementation of the site based model.

2. California Special Education Management Information System (CASEMIS) data was looked at three times per year. Our Central Office Resource Teachers provided coaching and support to promote least restrictive environments for all students to be educated alongside same aged peers.

3. The Early Literacy and Language Acquisition (ELLA) Team worked with teachers to provide high quality Tier 1, Tier 2, and Tier 3 supports to students reading below grade level. 86 of 89 of our targeted children were English Learners. They were provided small group integrated and designated English Language Development (ELD) to support their growth in language and literacy. All targeted students improved in both reading and language as a result of this work. All schools served in the 2018-19 instructional year had high numbers of English Learners. The ELLA team supported children with special needs within and outside the classroom setting - supporting both general
4. The district will continue to supplement and provide Early Childhood Education services to meet the needs of thousands of Low Income (LI) families throughout the region. Early Childhood Education leadership services will be organized to support preschool instruction across the district. Program Managers, Operations Specialists, and administrative support staff will be aligned/assigned specific cluster areas to maximize support, build relationships, and build a cohesive vision in alignment with district instructional efforts. Early Childhood Education will also convert open seats in areas that are under-enrolled to areas that are in need of additional spaces. AB 377 will begin, and additional 6.0 and 6.5 hour programs will be offered.

5. The Extended Learning Opportunities (ELO) Department will continue to offer fee-based early educational opportunities.
for ELO staff has included LGBTQIA+, Restorative Justice Practices (RJP) and Counseling Preventative Behaviors and supports have been implemented. Academic Support Plans includes 369 academic classes with 7 PrimeTime options: Girls Who Code, It’s Lit Junior, Project Impact, Allied Actions, Literature & Engineering, Movement BE and Kids Code.

### Action 1.2.b.

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
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</table>
| **Support for Early Learning Programs - English Learners, Foster Youth, Low Income**  
1. The Office of Language Acquisition (OLA) and Leadership and Learning Early Literacy staff will design a multi-year implementation model to build early learning language for English Learners (EL) in Grades TK-2. The model has a shared focus on literacy and language development across early learning systems and grades and serves to bridge the achievement gap for all underperforming student groups. High leverage instructional strategies will include structured interactive Read Aloud with explicit word language support across the literacy block (Integrated English Language Development [ELD]); connected designated English Language Development (ELD); talk centers; and storytelling/summarizing. The model aligns the Pre-K framework, Common Core State Standards (CCSS), the  
| Support for Early Learning Programs - English Learners, Foster Youth, Low Income  
1. The Early Literacy Language Acquisition (ELLA) team includes four English Learner specialists who support teachers, children, and the ELLA team members. The ELLA Team developed a range of resources including: a language assessment, rubric, and high leverage language strategies to support Integrated and Designated English Language Development (ELD) instruction. All reading strategies resources have been translated into Spanish to support emergent and early readers. The district aligned the Adelante program with the high leverage reading strategies. Finally, the ELLA team taught ELD support strategies to all teachers within and outside the coaching cycles (e.g., Network Retreats, Capacity Builders). All teachers in the ELLA | See actions 1.8.a., 1.8.c., 1.10.a., 1.10.b. | See actions 1.8.a., 1.8.c., 1.10.a., 1.10.b. |
California English Language Development (ELD) Standards, and the English Language Arts (ELA/ELD) framework. Professional development will support the use and implementation of Common Core State Standards (CCSS) and English Language Development (ELD) priority standards and proficiency scales. A modified instructional schedule will be implemented to increase the amount of time students are engaged in reading activities and developing academic English language. Case study work to focus on novice English Learner (EL) readers and student-centered coaching work in schools with high numbers of English Learners (EL) will be implemented.

2. The district will continue its communication and recruitment strategies to ensure all eligible students participate in Pre-K and TK. The Office of Leadership and Learning’s Family Engagement team will develop professional presentations and videos on the district’s early learning programs to inform parents and families of early educational opportunities.

   a. All presentations will be revised based on 2017-18 feedback and response.

   b. The Family Engagement team partnered with Early Childhood Education to form coaching cycles set language targets for every lesson. The Early Literacy Language Acquisition (ELLA) team met all 2018-19 goals through student-centered coaching cycles with 14 schools, Capacity Builders with 200 teachers, and preschool professional development with 100 teachers. High leverage reading strategy cards have been developed and utilized in daily lessons and longer-range planning. Professional development supports the integration of enhancing literacy and language supports. Each student centered cycle includes English Learner (EL) focus students. Examples of professional learning through coaching cycles elevating a focus on language:

   ● Monitoring an English Learner
   ● Aligning ELD Standards to Number Talks
   ● Crafting Language Goals and Targets
   ● Language Targets
   ● Designated ELD lessons
   ● Math Language Targets

2. a. Presentations were revised to be more specific based on feedback and responses. Family Engagement collaborated with ELLA to create presentations with videos embedded to demonstrate reading strategies for families. This included literacy strategies, resources of parents reading with Pre-K and TK students at home.

   b. The Family Engagement team partnered with Early Childhood Education to form
b. Family Engagement community assistants will continue to inform and increase attendance for early learning programs.

families of early learning programs, provide maps with locations, and requirements on how to enroll.

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<tr>
<th>Action 1.2.c.</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
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<tbody>
<tr>
<td><strong>Support for Early Learning Programs - English Learners, Foster Youth, Low Income</strong></td>
<td><strong>Support for Early Learning Programs - English Learners, Foster Youth, Low Income</strong></td>
<td><strong>Support for Early Learning Programs - English Learners, Foster Youth, Low Income</strong></td>
<td><strong>Support for Early Learning Programs - English Learners, Foster Youth, Low Income</strong></td>
<td><strong>Support for Early Learning Programs - English Learners, Foster Youth, Low Income</strong></td>
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<tr>
<td>1. First grade students will receive differentiated instruction to ensure reading proficiency by Grade 3, including:</td>
<td>1. First grade students will receive differentiated instruction to ensure reading proficiency by Grade 3, including:</td>
<td>1. First grade students will receive differentiated instruction to ensure reading proficiency by Grade 3, including:</td>
<td>1. First grade students will receive differentiated instruction to ensure reading proficiency by Grade 3, including:</td>
<td>1. First grade students will receive differentiated instruction to ensure reading proficiency by Grade 3, including:</td>
</tr>
<tr>
<td>a. Developing strategy cards for oral language based on Common Core State Standards (CCSS) and current research.</td>
<td>a. Developing strategy cards for oral language based on Common Core State Standards (CCSS) and current research.</td>
<td>a. Developing strategy cards for oral language based on Common Core State Standards (CCSS) and current research.</td>
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<td>b. A sustained focus of and inquiry into novice English Learner (EL) readers.</td>
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<td>b. A sustained focus of and inquiry into novice English Learner (EL) readers.</td>
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<tr>
<td>c. Development of demonstration sites throughout the district.</td>
<td>c. Development of demonstration sites throughout the district.</td>
<td>c. Development of demonstration sites throughout the district.</td>
<td>c. Development of demonstration sites throughout the district.</td>
<td>c. Development of demonstration sites throughout the district.</td>
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<tr>
<td>2. Lower class sizes will continue to be provided at elementary grades to benefit</td>
<td>2. Lower class sizes will continue to be provided at elementary grades to benefit</td>
<td>2. Lower class sizes will continue to be provided at elementary grades to benefit</td>
<td>2. Lower class sizes will continue to be provided at elementary grades to benefit</td>
<td>2. Lower class sizes will continue to be provided at elementary grades to benefit</td>
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$7,468,989
LCFF S/C

$4,304,635
LCFF S/C
English Learners (EL), Foster Youth (FY), and Low Income (LI) students.

3. Targeted intervention and support will continue to be provided for at-risk learners including Foster Youth (FY) and Low Income (LI) students.

4. The district will continue to supplement and provide Early Childhood Education services to meet the needs of thousands of Low Income (LI) families throughout the region. Classrooms will continue to be converted to serve families in areas of need. All other areas will continue to be maximized.

3. Foster Youth have been supported by Intervention Counselors through Children Youth in Transition (CYT) to support their Academic, Social/Emotional and Behavioral outcomes. Needs assessments, ongoing data dives and targeted interventions have guided the approach in supporting Foster Youth through counseling programs. The District has supported the implementation of targeted interventions for students at elementary, middle school and high schools. Data has grounded the supports schools have received centrally.

4. During the 2018-19 school year, the Early Childhood Education (ECE) program continued to serve over 2,700 preschool-age children within the Pre-K for All program in addition to over 250 students within the Child Development Centers. In collaboration with Special Education services, ECE increased access for students with disabilities by offering placements throughout the district in addition to the co-taught classroom environments. With an increase to the eligibility threshold, 12-month eligibility, self-certification, and AB377, the increased reimbursable rates made it easier for families to qualify. The district’s continued partnership with Neighborhood House Association/Head Start allowed for low-income families to be supported throughout the region. In addition, the department hosted multiple events for families to support and provide access for registration. Furthermore, in May, 2019, the Pre-K for All enrollment...
San Diego Unified School District

process was embedded within the district’s Neighborhood Schools and Enrollment Options department to align protocols, maximize family resources, and support the district’s vision of a Pre-K-12th grade continuum.

### Action 1.3.a.

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
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</thead>
<tbody>
<tr>
<td><strong>Support for Student Access to High-Level Coursework Leading to Graduation - All Students, Students w Disabilities, African American, Latino</strong></td>
<td><strong>Support for Student Access to High-Level Coursework Leading to Graduation - All Students w Disabilities, African American, Latino</strong></td>
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<tr>
<td>1. Unlocking the Genius will be redesigned for Grade 7 students to ensure Grade 8 scheduling allows for off-campus work-based learning experiences. Unlocking the Genius for Grades 6-12 will be updated/modified to capture the feedback given by counselors, students and staff. Lessons will be designed to include students in Grades TK-5.</td>
<td>1. Unlocking the Genius through the Thrively platform continues to be implemented within our secondary schools. In 2018-19 we have had 10,250 active users with a total of 20,018 assessments completed, 96,188 total badges awarded. Thrively implementation has also began in elementary schools through our elementary counseling pilot.</td>
<td>$1,903,479 LCFF Base</td>
<td>$2,398,758 LCFF Base</td>
</tr>
<tr>
<td>2. Elementary and secondary counselors will work collaboratively to design a comprehensive sequence of Grades K-12 “backbone” experiences in which every student will engage. These experiences will be supported through the Integrated Multi-Tiered System of Supports (I-MTSS) in empowering all students toward successful completion. Experiences will be identified in the areas of college readiness, career readiness, and life readiness. Along with the Unlocking the Genius lessons being designed for students in Grades TK-5, the</td>
<td>2. Centralized supports have been actively involved in the development of comprehensive counseling programs at all levels of our organization, from elementary, middle, and high school. Centralized head counselors have been supporting schools with the implementation of counseling programs that are guided by recommendations from the American School Counseling Association (ASCA). Coaching school counselor cycles have implemented Integrated Multi-Tiered System of</td>
<td>$757,175 Other - Title I</td>
<td>$434,073 Other - Title I</td>
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<td></td>
<td></td>
<td>$1,474,412 Other - Title II</td>
<td>$1,495,513 Other - Title II</td>
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<tr>
<td></td>
<td></td>
<td>$4,188,328 Other - Restricted</td>
<td>$4,113,456 Other - Restricted</td>
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</table>
district will align with the American School Counselor Association (ASCA) Mindsets and Behaviors for Student Success: K-12 College and Career Readiness Standards for Every Student. Digital badges will be awarded to students in the domain areas of Academic Development, Career Development and Social/Emotional Development. Parents will be notified when students have been awarded badges.

Supports (I-MTSS) to address the educational, social-emotional, and college and career needs of all students. All professional development opportunities have included data cycles of improvement to ensure that counseling programs advance and support a comprehensive program that is responsive of students’ needs. Elementary counselors have been trained to support teachers, classrooms, and school wide practices around Universal Supports for all children. Digital badges were awarded to 96,188 students. 27,757 students received badges in more than one category.

3. Integrated Youth Services, Area Superintendents, and site counselors will develop a rubric to standardize districtwide expectations in identifying at-risk students. The Early Warning System (EWS) that was piloted by the Children and Youth in Transition (CYT) Department in 2016-17 for middle and high schools will continue. It is designed to identify the students at risk within the areas of attendance, D and F grades, Grade Point Average (GPA) by grading period, citizenship, chronic tardiness, chronic absence, suspensions, referrals, and high school credits earned. Students identified as at-risk are designated to receive Tier 2 and Tier 3 services and supports as needed. The Online Student Profile System (OSPS) that assesses students at risk of not meeting district graduation requirements will continue.

3. The Counseling and Guidance Department has created monitoring systems to assess the wellness of school counseling programs. During the current year, counseling site priorities have been identified to support school sites. Cohesive coaching systems have been developed to assess students that are at risk of not achieving their educational goals in elementary, middle school, and high school. For high school, the district has developed an Online Student Profile System (OSPS) system that supports counselors across the system in tracking students that may be at risk for non-graduating and/or those that will need support in a variety of areas. The OSPS system will continue to be enhanced as to provide accurate data in support of students’ accuracy of records. Through OSPS, schools will continue to have easy access to student records in order to create the interventions for students that will support their graduation goals.
<table>
<thead>
<tr>
<th>4. Individual principal meetings will be held for every site to update College, Career and Technical Education (CCTE) pathways to ensure successful completion rates and availability of UC ‘a-g’ courses.</th>
<th>4. Individual principal meetings were held at every site to update College, Career and Technical Education (CCTE) pathways to ensure successful completion rates and availability of UC ‘a-g’ courses.</th>
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<tbody>
<tr>
<td>5. The number of work-based learning opportunities with industry partners will be increased at each secondary school.</td>
<td>5. The number of work-based learning opportunities with industry partners was increased at each secondary school.</td>
</tr>
<tr>
<td>6. Graduation rates and dropout prevention will be monitored for students with disabilities, as informed by State Performance Plan Indicators for Special Education and District Improvement Plans. The district will continue to work with the Special Education Community Advisory Committee (SpEd CAC) to educate parents about graduation pathways and requirements. The Special Education Division and the Office of School Innovation and Integrated Youth Services will develop and align training to expand graduation pathways for students with disabilities.</td>
<td>6. The State Performance Plan is reviewed three times per year. The district used this data to implement Professional Development and supports for sites. The district presented twice at Community Advisory Committee for Special Education (CAC) around graduation pathways and requirements. The Special Education Division, Office of School Innovation and Integrated Youth Services worked with the CAC to create next steps of training that will be implement this summer at the Summer Institute.</td>
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<tr>
<td>7. Increased training and districtwide support will be provided on the development of Transition Plans for students with disabilities, and linking the plans to student educational programs and schedules. Central Office supports to site teams in the Change of Placement process with side by side coaching around appropriate Transition Plans will be implemented.</td>
<td>7. The Special Education Division provided training to all staff around the new requirements for transition plans with models and coaching.</td>
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<tr>
<td>8. Children and Youth in Transition (CYT) staff will support multiple schools in monitoring youth in transition student progress toward graduation and post-secondary enrollment with emphasis on at risk youth in transition at Morse, SDHS,</td>
<td>8. Graduation plans have been implemented for our youth in transition. Children and Youth in Transition (CYT) Intervention Counselors held caseloads of at risk youth in transition at Morse, SDHS,</td>
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students with disabilities, and African American and Latino students.

Lincoln, and Hoover. Counselors worked to build academic and post-secondary goals/plans for students and monitored on a weekly basis with an emphasis on students with disabilities, and African American and Latino students. Additionally, CYT counselors self-assessed all youth designated as homeless/foster. Self-assessment results guided student supports and resulted in a series of intensive post-secondary workshops matched with agency linkages and off site trips for enrollment assistance and exposure to schools/programs of interest. Weekly Early Warning System monitoring by CYT counselors guided supports at all middle/high school sites. Together with administrators and school support staff, counselors helped create plans to meet student needs.

CYT has expanded services for refugee students by creating partnerships with community organizations that are supporting our students in attaining culturally relevant mentoring programs and services within the school day and within student’s communities.

9. College, Career and Technical Education (CCTE) will continue to partner with school counselors to provide in-service trainings on CCTE pathways, UC ‘a-g’ approved courses, and UC/CSU articulation. All CCTE courses will be UC ‘a-g’ approved, articulated with the community college district, or nationally accredited (i.e., NIMS, NATEF). Articulation agreements with the community college district will be developed for five additional courses. Expansion of the Career Technical
Education Equity Program (CTEEP) will increase the enrollment of underrepresented students in these courses.

10. Area Superintendents, principals, the Office of School Innovation and Integrated Youth Services, secondary counselors, in collaboration with the Special Education Division and Office of Language Acquisition (OLA) will partner to ensure that appropriate structures, supports and resources are in place for all students to access rigorous UC ‘a-g’ coursework, support and interventions, stay on track to graduate and are prepared for college, career and community. Well-articulated pathways for Grades 6-12 will be developed and designed to meet the continuum of needs for students to graduate ready for college, career and community. Dual language pathways at targeted middle and high schools will be strengthened and expanded. Dual language pathways will be strengthened with support in implementing STEAM/Project Lead the Way Spanish curricular resources Dual Language course options (Spanish Language Arts [SLIM], French Language Arts [FLIM], and Mandarin Language Arts [MLIM]) will be added at Pershing Middle School.

10. Area Superintendent for High Schools and Office of School Innovation and Integrated Youth Services have created monitoring systems to assess students’ college readiness and UC ‘a-g’ coursework. Area Superintendent, Registrar, Counselors and School Teams conducted monitoring meetings to ensure that students are continuing having access to courses that will support their college and career preparedness and readiness. The Special Education Division, Office of School Innovation and Integrated Youth Services worked with the CAC to create next steps of training sound graduation pathways and requirements. Principal meetings were held with each High School Principal to update College, Career and Technical Education (CCTE) pathways. Improvements have been made to ensure that CCTE courses meet “industry level” expectations and that they lead to clear transitional postsecondary opportunities for students. Principals serving Dual Language schools participated in the Dual Language principal network to guide dual language pathways. This network, in collaboration with the Office of Language Acquisition, engaged in dialogue on topics such as, vision, student progress monitoring, and assessment. The Office of Language Acquisition has also dedicated two ELIRTs to support the STEAM pathways by supporting schools, students and families with lessons. The Area Superintendents
11. Children and Youth in Transition (CYT) staff will support multiple schools in monitoring youth in transition student progress toward graduation and post-secondary enrollment with emphasis on English Learners (EL) and youth in transition (foster, homeless).

12. Homeless, foster youth (FY) and refugee students will be supported by K-12 intervention counselors to monitor student achievement and provide interventions.

continue to work with their clusters to strengthen well-articulated pathways to academic alignment of the clusters focus (i.e. STEAM, Project Lead the Way Language, VAPA).

11. Self-assessment results conducted for Children and Youth in Transition (CYT) have been used to guide our approach to supporting students at school sites and building capacity of school personnel. CYT team has created professional development opportunities for school site personnel in order to respond to the needs of youth in transition students at school sites. Staff in CYT department continue to partner with school counselors and site personnel to address the needs of our Foster Youth and provide ongoing support. During these collaborations and trainings, information was shared regarding students’ knowledge of options after high school, attendance, grades, mental health needs, basic needs, graduation requirements, etc.

12. CYT department collaborated with school sites to determine the needs of students experiencing homelessness, Foster Youth and students that are refugees. In 2018-19 the district created collaborations with community agencies to support students’ development and college and career readiness. CYT has collaborated with school administrators providing recommendations for school site teams in best practices to supporting students in transition. CYT department continues to build community collaborations with community agencies that serve our children and youth in transition in order to bring as many resources as possible to students and
13. The Office of Language Acquisition (OLA) will continue to monitor student progress toward graduation and access to advanced pathways with an emphasis on English Learners (EL), students with disabilities, youth in transition and African-American and Latino students. The GradNation Team English Language Instructional Resource Teachers (ELIRTs) will meet with the Grade 9 cohort to monitor their progress toward graduation, follow up with identified cohort and review transcripts to ensure they are on track for graduation and facilitate students’ re-commitment.

Action 1.3.b.

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<th>Planned Actions/Services</th>
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<th>Budgeted Expenditures</th>
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<tbody>
<tr>
<td>Support for Student Access to High-Level Coursework Leading to Graduation - English Learners, Foster, Homeless, Low Income</td>
<td>Support for Student Access to High-Level Coursework Leading to Graduation - English Learners, Foster, Homeless, Low Income</td>
<td>$3,460,589 LCFF S/C</td>
<td>$3,530,706 LCFF S/C</td>
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</table>
| 1. Grades 9 and 10 intervention counselors will support at-risk students, including foster, homeless and low income (LI), and strengthen the coordination of reconnection strategies.  
2. Integrated Multi-Tiered Systems of Support (I-MTSS) will be implemented in Grades TK-12 through the Academics and school communities. Data from our CYT continues to ground strategic plans to supporting students at our school sites. | 1. Intervention Counselors have been supporting the Academic, Social Emotional and College/Career readiness of students at five priority high schools.  
2. Integrated Multi-Tiered Systems of Support (I-MTSS) was implemented in Grades TK-12 through the Academics and | $3,287,631 LCFF Base | $3,467,965 LCFF Base |
Agency (A²) model by ensuring the essential elements and solution seeking processes are in place at all schools.

3. (Completed 2017-18.)
4. Lower class sizes will continue to be provided at middle grades to benefit English Learners (EL), Foster Youth (FY), and Low Income (LI) students.

Agency (A²) model to ensure the essential elements and solution seeking processes were placed at all schools. Alignment of I-MTSS supports will continue through our I-MTSS School Pilot and participating schools.

3. (Completed 2017-18.)
4. Lower class sizes were provided at the secondary level.

### Action 1.4.a.

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| **Supplemental School Allocations for Multiple Levels of Support - English Learners, Foster Youth, Low Income**
  1. All schools will receive additional services supported by a supplemental Local Control Funding Formula (LCFF) allocation proportionate to the number of English Learners (EL), Foster Youth (FY) and Low Income (LI) students. Each school will select the most appropriate supplemental interventions, classroom supports and/or professional development supports and services to meet the specific needs of the EL, FY, and LI students. All schools will set goals, design plans for improvement and provide multiple levels of support for all student groups identified in their Single Plan. | **Supplemental School Allocations for Multiple Levels of Support - English Learners, Foster Youth, Low Income**
   1. Area Superintendents worked with principals to establish Single Plan for Student Achievement (SPSA) goals that targeted English Learners (EL) and Low Income (LI) youth. Area Superintendents worked with principals to develop multiple tiers of support for EL, Foster Youth, and Low Income students. Area Superintendents monitored classroom supports and the implementation of professional development supports through site visit protocols with principals. Supplemental interventions were determined at the site level and required to |
|                                                                                        |                                                                                        | $10,610,384 LCFF S/C   | $10,509,359 LCFF S/C          |
San Diego Unified School District

for Student Achievement (SPSA). School Site Councils (SSC) will work with school instructional team members in consultation with site advisory groups, including parents and community members, in SPSA development.

be within one of three categories: classroom support, professional development, classroom intervention. The site identified supplemental intervention support was incorporated into the site SPSA.

Action 1.4.b.

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<th>Planned Actions/Services</th>
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| **Supplemental School Allocations for Multiple Levels of Support - Low Income (Title I Schools)**  
1. Eligible schools will receive supplemental Title I funds, proportionate to the number of Low Income (LI) students. Each school will provide supplemental educational services, supports, and interventions to increase achievement based on the needs of their students. | **Supplemental School Allocations for Multiple Levels of Support - Low Income (Title I Schools)**  
1. Eligible schools received supplemental Title I funds, proportionate to the number of Low Income (LI) students. Each school provided supplemental educational services, supports and interventions to increase achievement based on the needs of their students and identified these needs within their SPSA. | $15,500,244  
Other - Title I | $13,949,889  
Other - Title I |
Action 1.5.a.

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<tr>
<td><strong>Additional Intervention and Student Support - All Students, Students w Disabilities</strong>&lt;br&gt;1. A general education core course credit recovery Summer School program will be offered in 2017, 2018, and 2019 and will include increased opportunities for students with disabilities to participate in summer programs based on individual student transition plans, graduation plans, and needs identified in Individual Education Plans (IEP).&lt;br&gt;2. Innovation Centers will be fully staffed and operational at Crawford, Hoover, Morse, Lincoln and San Diego High Schools to offer UC ‘a-g’ approved curriculum for enrichment, acceleration and intervention.&lt;br&gt;3. The Instructional Technology Department will continue to expand online professional learning opportunities for administrators and teachers. The focus of the monthly “Tech Tips” newsletter will move toward pedagogy and instruction, not just how to or technical information. The Principal’s Instructional Technology Static Page will be updated accordingly.</td>
<td><strong>Additional Intervention and Student Support - All Students, Students w Disabilities</strong>&lt;br&gt;1. Summer School continues to be offered to high school students needing credit recovery. During the Summer Program of 2018, students were able to recover 6,925 credits.&lt;br&gt;2. Innovation Centers were fully staffed and operational at Crawford, Hoover, Morse, Lincoln and San Diego High Schools to offer UC ‘a-g’ approved curriculum for enrichment, acceleration and intervention.&lt;br&gt;3. The Instructional Technology Department monthly newsletter called “Tech Tips” provides information about new tools for instruction as well as latest updates. Tech Tips provides a Teacher Feature section where a teacher is highlighted using a particular strategy and includes resources for to support teachers on learning and implementing the strategy it in their classrooms. The Instructional Technology Department collaborated with the Elementary Math Department, the Early Literacy Language Acquisition (ELLA) Department, and TK/K Science, Technology, Engineering, Arts, and Math</td>
<td><strong>$2,227,272</strong>&lt;br&gt;Other – Title I</td>
<td><strong>$2,215,013</strong>&lt;br&gt;Other – Title I</td>
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<tr>
<td><strong>$1,851,715</strong>&lt;br&gt;Other – Restricted</td>
<td><strong>$1,927,509</strong>&lt;br&gt;Other – Restricted</td>
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4. Counseling services to support the unique, emotional and personal needs of students will be provided. Counseling services and coaching to school site counselor has followed an Integrated Multi-Tiered Systems of Support (I-MTSS) framework in order to ensure comprehensive school counseling programs have strong systems of prevention, early intervention and additional supplemental supports for students as needed. IDMTSS framework continues to guide interventions recommended for students. Counseling supports have been focused on creation of SMART goals for students’ academic, social emotional and college and career goals. School counselor coaching has included the development of American School Counselor Association (ASCA) recommendations for the implementation of school counseling programming including: annual school counseling agreement, action plans, advisory council information and data driven approaches to closing the opportunity gap for all students. School coaching opportunities have been made available for elementary, middle and high school principals.

5. Nursing services to support the academic, health and wellness needs of students will be provided, with a focus on: attendance; social emotional health; expansion of collaboration with community providers/partners and the inclusion of Health and Human services at each of the Wellness Centers; and working with other departments through the Integrated Multi-Tiered Systems of Support (I-MTSS) (STEAM) to create websites with resources for teachers. Wellness Centers are in their second year of operation at Hoover, Lincoln, Morse, San Diego High and Serra High Schools. Since October 2017, there have been a total of 15,503 student wellness interactions. Wellness Center Coordinators in conjunction with the Department of Nursing and Wellness have worked with district and school staff, community partners and student leaders to provide resource connection, coordination and life
San Diego Unified School District

framework to provide resources and interventions to support to student achievement.

6. Instructional Technology staff will partner with central office resource teachers, classroom teachers, and teacher teams to design differentiated and needs-based instruction using digital tools. Collaboration may include co-planning and co-delivery of instruction and job-embedded professional development. Instructional Technology resource teachers will serve as consultants to all resource teachers in the Office of School Innovation and Integrated Youth Services and the Office of Leadership and Learning to focus on designing differentiated and needs-based instruction. The Instructional Technology Department will continue its work with resource teachers and possibly host another Day of Learning to engage teachers in experiences around thoughtful integration of technology.

skills education. 175+ employees were designated as School Site Wellness Coordinators as were asked to create comprehensive action plans outlining annual goals and strategies to improve health and well-being outcomes for students, staff and families. The District Wellness Council has 50+ members that met on a monthly basis to strategically plan for successful implementation of the district wellness policy. 6. Through purposeful planning of STEAM lessons, the Instructional Technology Department supported school sites by helping each teacher create a website to support differentiated learning with digital tools in their kindergarten classroom. Approximately 100 TK/K STEAM teachers developed class webpages where they post learning experiences for students and provide opportunities for students to share goals, understandings, and reflections in an engaging way. The Instructional Technology Department is a part of the planning the curriculum and professional learning opportunities for teachers. During STEAM professional learning days, technology is modeled, instructed and supported for teacher understanding. Each of these opportunities are followed by optional coaching for job embedded professional development. The Instructional Technology Department supported teachers in the Mira Mesa Cluster with cluster wide professional learning. Teachers were exposed to the use of Google tools for the purpose of differentiation and just in time learning
7. All schools, site administrators and Area Superintendents will provide support in the development and implementation of quality Integrated Multi-Tiered Systems of Support (I-MTSS). The I-MTSS is composed of Tier 1 - Research-Based Core Instruction, Tier 2 - Targeted Intervention, and Tier 3 - Intensive Intervention. I-MTSS addresses academic as well as the social, emotional, and behavioral development of children from early childhood to graduation; provides multiple levels of support for all learners (struggling through advanced); and aligns resources and supports for students receiving instruction and for teachers and other support staff who are delivering the instruction. The I-MTSS model ensures that practices, policies, and programs are aligned on classroom, school, and district levels.

8. Support courses for middle and high school students identified as needing additional help in reading will be provided. Area Superintendents will continue to teach into the 13 Master Schedule expectations with principals as they develop their master schedules.

opportunities. At the site level, the team provided learning opportunities at staff meetings, grade level meetings, and other creative gatherings such as the Innovative Teaching Network. The Instructional Technology Department supported Canvas, a learning management system, at select high schools.

7. The Integrated Multi-Tiered Systems of Support (I-MTSS) team has worked with pilot schools in assessing the implementation of I-MTSS at their school sites through the administration of the Fidelity Integrity Assessment (FIA). From these results the schools developed and aligned priorities around the site strategic plan to begin to strengthen the implementation of I-MTSS. The I-MTSS team has worked throughout the district in Professional Learning Committee (PLC) work in analyzing Universal Screening data and diagnostic assessments to determine root cause and targeted need for support for students. Our District continues to refine I-MTSS framework in order to provide supports to all students based on school site data assessments and through school’s implementation of their school’s strategic plan.

8. Professional development support for working with novice readers has been provided to middle school teachers. Signature strategies for supporting all readers have been identified and are being embedded into curriculum and supported through professional development. Middle schools and high schools have included support classes for reading development in
9. Professional development opportunities for College, Career and Technical Education (CCTE) teachers will be provided.

10. After school tutoring and remediation will be provided through 21st Century CCLC funds.

11. Middle and high school sites will be supported to use Scholastic Reading Inventory (SRI) and Scholastic Math Inventory (SMI) or other diagnostic data to build master schedules and supports for students.

9. Professional development opportunities for College, Career and Technical Education (CCTE) were provided for teachers.

10. After school tutoring and remediation was provided through 21st Century CCLC funds. Tutoring and remediation is allowed to be funded by the 21st Century CCLC ASSETs funds at participating school sites. These sites include: Clairemont, Crawford, Garfield, Hoover, Kearny DMD, Kearny EID, Kearny SCC, Kearny SCT, Lincoln, Madison, Mission Bay, Morse, Point Loma, SDHS Business and Leadership, SDHS International Studies, SDHS SciTech, SDSCPA (high school only), Serra, and Twain.

11. A variety of data sources (universal screening data, letter grades, and SBAC) have been used to assist principals in identifying students in need of additional supports in literacy and mathematics and using that information to design master schedules and build in supports for students within the school day.

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**Action 1.5.b.**

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<th>Planned Actions/Services</th>
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<tbody>
<tr>
<td>Additional Intervention and Student Support - English Learners, Foster Youth, Low Income</td>
<td>Additional Intervention and Student Support - English Learners, Foster Youth, Low Income</td>
<td>$9,483,283 LCFF S/C</td>
<td>$7,905,766 LCFF S/C</td>
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</table>
1. All high school students will have the opportunity to participate in UC ‘a-g’ approved online courses including Advanced Placement (AP), first time, and credit recovery courses.

   - opportunity to take UC ‘a-g’ online courses for Advanced Placement (AP), first time, and credit recovery using Edgenuity as the online provider and appropriately credentialed highly qualified teacher as the teacher of record. Schools were provided guidelines for enrollment, professional development and other relevant documents that enabled student enrollments in online courses.

2. Additional teachers may be allocated to schools after site enrollment is finalized. One of the factors considered is the numbers of English Learners (EL), Foster Youth (FY) and Low Income (LI) students.

   - In 2018-19, additional teachers allocations were made to school sites to address based on the specific needs of the school site with one of the factors considered being the number of English Learners (EL), Foster Youth (FY) and Low Income (LI) students at the site.

3. The district will continue to offer additional educational opportunities for students who need academic support and enrichment (e.g., Saturday School, Extended Learning Opportunities).

   - The Youth Advocacy Team has introduced new programming opportunities through the PrimeTime Program (Extended Learning Opportunities at 12 school sites with approximately 350 students) including: “It’s Lit-Identity-Based Curriculum Modules” and “Movement BE”.

   - The district offered opportunities to students for academic support in areas like Saturday School, Response to Instruction Intervention (RTII), and Extended Learning.

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### Action 1.6.

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### Action 1.7.a.

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<tr>
<td><strong>Additional Support for Students with Disabilities</strong>&lt;br/&gt;To provide for improved outcomes and close the achievement gap for students with disabilities, the Special Education Division will coordinate, design, and provide for specialized and age-appropriate programs, services, and supports for students, birth to age 5, Grades TK-12, and ages 18-22. Programs and program services will include:&lt;br/&gt;1. Providing special education teachers and assistants (e.g., mild/moderate, moderate/severe, resource specialists, deaf and hard of hearing).</td>
<td><strong>Additional Support for Students with Disabilities</strong>&lt;br/&gt;The Special Education Division coordinated, designed, and provided for specialized and age-appropriate programs, services, and supports for students, birth to age 5, Grades TK-12, and ages 18-22. Programs and program services included:&lt;br/&gt;1. The Class Size and Caseload Committee allocated each school with appropriate supports (e.g., mild/moderate, moderate/severe, resource specialists, deaf and hard of hearing) to meet each student’s needs. The district reviewed site caseload and allocation on a weekly basis to</td>
<td>$186,768,734&lt;br/&gt;LCFF Base</td>
<td>$190,962,700&lt;br/&gt;LCFF Base</td>
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<td></td>
<td>$94,811,230&lt;br/&gt;Other - Special Education Restricted</td>
<td>$97,865,711&lt;br/&gt;Other - Special Education Restricted</td>
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<td></td>
<td></td>
<td>$4,700,000&lt;br/&gt;Other - Other Unrestricted</td>
<td>$4,700,000&lt;br/&gt;Other - Other Unrestricted</td>
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San Diego Unified School District
2. Providing additional student support services (e.g., occupational therapy, physical therapy, nursing services, speech and language, and services for the visually impaired).

3. Providing instructional support, including:
   a. Resource and support staff to identify, develop, and provide professional development, coaching, and instructional tools and resources.
   b. Site administrators to provide guidance, leadership, and support for each area.
   c. The special education transdisciplinary team providing training and support to administrators, teachers and paraeducators for English Learners (EL) with disabilities and monitoring and refining a comprehensive evaluation process for referrals, identification and placement, and appropriate services.
   d. Offering an Extended School Year (ESY) (Summer Program).
   e. Providing specialized equipment, tools and resources to meet the instructional or physical needs of students.

determine if more supports were needed and adjusted accordingly.

2. Related Services (e.g., occupational therapy, physical therapy, nursing services, speech and language, and services for the visually impaired) are provided for students based on their Individualized Education Plan (IEP). The district allocated support based on the needs at the school and review allocations throughout the year to determine if more support is needed and adjusted accordingly.

3. a. Coaching cycles, district professional development, cluster professional development, and site professional development are all available to schools. These professional developments can be tailored to ensure they match what is needed at each site.
   b. The district held provided principal institutes for principals to help support students with disabilities at their site. The Special Education Division also has a program manager for each area to support the principals, as well as two Directors and an Executive Director that work with principals daily.
   c. The Special Education Division has partnered with the Office Language Acquisition (OLA) department to create and deliver supports for sites. We also implemented an alternative assessment to the English Language Proficiency Assessments for California (ELPAC) for English Learners.
   d. Extended School Year (ESY) for high school is scheduled for June 17 - July 26. ESY for Elementary and Middle is July 22-
f. Providing professional development and training in administrative support and leadership for special education; quality instruction at all grade levels; accommodations and modifications that lead to student success and access to instruction; high quality Individual Education Plan (IEP) development.

4. Providing central office support for program implementation, technical support, and oversight for state and federal requirements.

5. Offering a variety of specialized schools.

6. Developing, implementing, and monitoring quality student-centered Individual Education Plans (IEPs), including documentation and adherence to requirements and timelines.

7. Providing quality professional development opportunities for both certificated and classified staff to build capacity in providing high quality instructional opportunities for students with disabilities and administrator support training focused on understanding and leading high quality Individual Education Plans (IEPs) and translating those IEPs into high quality instruction for students with disabilities.

August 16.

e. In collaboration with our Facilities Department, the district was able to provide all equipment, tools, and resources as determined by Individual Education Plan (IEP) teams that are required for students.

f. Program Managers and Central Office Resource Teachers partnered with site principals and staff to provide professional development and training. Coaching cycles also worked with school staff to support instruction, accommodations and modifications.

4. Requirement data is surveyed at least three times a year and central office staff work with school staff to support the schools in following state and federal requirements. The district also works with sites who have due process, CDE and/or OCR complaints to support following all requirements.

5. The district offers two separate schools, home/hospital program, and Non Public Schools placements.

6. Program Managers and Central Office Resource Teachers provide continuous professional development on high quality Individualized Education Plan’s and requirements.

7. The special education division offered over 60 trainings with multiple dates for each training. The district is developing the “New Teacher Academy” to support new staff. Special Education central office resource teachers continued to conduct coaching cycles with one grade level or department. The resource teachers met with all teachers in the grade level and the
disabilities. Central office resource teachers and administrators will continue their work in support of the coaching and learning cycles at school sites to provide targeted feedback on best practices for students with disabilities to teachers, administrators, and Professional Learning Communities (PLC). A “New Teacher Academy” will be established in partnership with the Teacher Induction program to support the work of new Special Education teachers and interns.

8. Ongoing collaboration with the Office of School Innovation and Integrated Youth Services to increase graduation rates for students with disabilities.

9. Reviewing and examining the continuum of placement and service options at all levels, Pre-K – age 22. This work will continue as a partnership committee (San Diego Education Association [SDEA] representatives, SpEd CAC representatives, Special Education Division representatives) into the 2018-19 school year.

10. Improving systemic supports and communication from the Special Education Division.

special education teacher to design lessons with student strengths in mind that has multiple entry and exit points for all types of learners. They then worked with a general education and special education coaching peer to instruct the lesson with multiple co-teaching approaches. The coaches debrief the lesson with the PLC team.

8. Monthly meetings began in 2018-19 with Instructional Cabinet and parents to collaborate increasing graduation rates for students with disabilities.

9. The Least Restrictive Environment (LRE) committee met five times and developed three goals: Looking at what the district offers through the District’s continuum and determine what is missing in our continuum of services, a transparent form of communication representing this continuum within the district, and with stakeholders/parents, and change of placement process to include, transparent communication.

10. In 2018-19 the district had a change in leadership in the Special Education Division. The goal is to constantly reflect and grow in our supports and communication to sites.

**Action 1.7.b.**

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Additional Support for Unduplicated Students (English Learners, Foster Youth, and Low Income)

To provide for improved outcomes and close the achievement gap for students with disabilities, the Special Education Division will coordinate, design, and provide for specialized and age-appropriate programs, services, and supports for students, birth to age 5, Grades TK-12, and ages 18-22. Programs and program services will include:

1. Providing dedicated translators and interpreters, trained to communicate specialized elements of special education and other supports to ensure parents, families, and caregivers are fully included in the student’s education. The Special Education translation/interpreter department will be relocated to Kimbrough Elementary School to continue to reduce travel time and increase availability for meeting attendance. The Special Education Division will continue to collaborate with parents to create additional layers of American Sign Language (ASL) training and ability level training to provide communication opportunities for hearing parents with students who are deaf. The translations/interpreter contract for outside service will be awarded to a different vendor which will decrease cost and improve services for languages other than English (LOTE).

2. Increased emphasis on behavioral supports and systems in schools to reduce the number of suspensions, expulsions and out of school placements (in alignment with

Additional Support for Unduplicated Students (English Learners, Foster Youth, and Low Income)

The Special Education Division coordinated will coordinated, designed, and provided for specialized and age-appropriate programs, services, and supports for students, birth to age 5, Grades TK-12, and ages 18-22. Programs and ages 18-22. Programs and program services included:

1. The Special Education Division provided translation and interpreters as requested by families. Translation was also provided for each Community Advisory Committee for Special Education (CAC) meeting. Counselors ran a weekly group in the spring for parents who were interested in learning American Sign Language. The district also collaborated with Deaf Community Services, to provide free training opportunities and we advertise the various activities they have available to families.

2. Integrated Multi-Tiered Systems of Support (I-MTSS)/Behavioral Support Resources (BSR) team in collaboration with Restorative Justice Practices (RJP)

<table>
<thead>
<tr>
<th>Amount</th>
<th>Appropriation</th>
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<tbody>
<tr>
<td>$8,165,597</td>
<td>LCFF S/C</td>
</tr>
<tr>
<td>$8,165,597</td>
<td>LCFF Base</td>
</tr>
<tr>
<td>$7,986,646</td>
<td>LCFF S/C</td>
</tr>
<tr>
<td>$7,986,646</td>
<td>LCFF Base</td>
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the district’s Restorative Justice Practices [RJP] and Positive Behavioral Interventions and Support [PBIS] work). Continuing education for school sites and Special Education staff regarding alternatives to expulsion will be provided.

<table>
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<tr>
<th>3. The district will continue to provide additional teachers to lower special education caseloads and class sizes to focus additional support for English Learners (EL), Foster Youth (FY) and Low Income (LI) students.</th>
<th>The district provided additional teachers to lower Special Educational caseloads and class sizes based on site needs. The district collaborated, worked alongside, and provided support to Early Childhood Special Education (ECSE) teachers to ensure high quality instruction and a safe and supportive learning environment for students.</th>
</tr>
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<tr>
<td>4. The district will maintain its focus on centralized support of over-represented students within special education,</td>
<td>Foster Youth continue to be provided with centralized support in order to minimize academic barriers to their success. These services include the</td>
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specifically English Learners (EL), Foster Youth (FY) and Low Income (LI) students.

importance of meeting students’ basic needs while supporting student in reaching their highest academic potential. Children Youth in Transition (CYT) centralized team continues to provide ongoing support to foster youth by collaborating with community agencies, coordinating services from foster home to school, assessing students’ academic supports, partnering with school sites to provide best practices and services to students. CYT department continues to train schools on Trauma Informed Care Training. CYT is also continuing its collaboration with other departments in order to enhance and foster meaningful connections with student throughout our system.

### Action 1.8.a.

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
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<tr>
<td><strong>Additional Support for English Learners</strong>&lt;br&gt;1. The Office of Language Acquisition (OLA) will collaborate with and inform families and parents to provide organized English Learner (EL) support with an emphasis on:&lt;br&gt;a. OLA will design a Family Outreach and Support Family Team that includes designated English Language Instructional Resource Teachers (ELIRT) collaborating with sites to create Cluster English Learner Advisory Committees (ELAC) in the Madison and Henry</td>
<td><strong>Additional Support for English Learners</strong>&lt;br&gt;1. The Family Outreach Team created customizable English Learner Advisory Committee (ELAC) meeting templates of the legal tasks. The training presentations include all aspects of conducting an ELAC meeting. They include agenda, facilitation notes, and reminders for how to prepare for meetings.&lt;br&gt;a. ELAC trainings include an informational meeting presentation to explain the purpose and responsibilities of ELACs, and each Legal Task 1-4.</td>
<td>$4,544,203&lt;br&gt;LCFF S/C</td>
<td>$5,087,919&lt;br&gt;LCFF S/C</td>
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<tr>
<td>Clusters and continued support to all other clusters, providing additional support to establish and grow ELACs such as developing modules with meeting content for principals to use with ELACs, and presenting English Learner (EL) data at cluster meetings.</td>
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<tr>
<td>b. Providing training and support for the annual testing of English proficiency using the English Language Proficiency Assessments for California (ELPAC).</td>
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<tr>
<td>c. Developing district criteria based on State recommendations.</td>
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<tr>
<td>d. Best first practices for English Learners (EL) identified in the California English Language Arts/English Language Development (ELA/ELD) Framework. ELD Specialists will develop a sampling of Designated ELD lessons modeling language support correlated to different content areas (e.g., Number Talks-Mathematics, Science, or ELA).</td>
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<tr>
<td>e. Integrated Multi-Tiered Systems of Support (I-MTSS) for English Learner (EL) achievement by utilizing the priority standards and proficiency scales.</td>
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<tr>
<td>f. Students with Interrupted Formal Education (SIFE)/Refugee Committee, including conducting two Working Group meetings in the Hoover and Crawford Clusters in an effort to transition and establish SIFE (site) committees to support International Centers. This model</td>
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San Diego Unified School District

will invite and encourage teacher, counselor, community, and student voice. The intention is to address the specific needs of students at the site and develop a replicable process for welcoming, engaging, and supporting the needs of refugee students and their families.

<table>
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<tr>
<th>2. Area Superintendents, Common Core Cluster Support Teachers (CCCST), English Language Instructional Resource Teachers (ELIRT), in collaboration with the Office of Language Acquisition (OLA), will organize to support schools in the prevention of Long Term English Learners (LTEL) and underperforming reclassification students. English Language Instructional Resource Teachers (ELIRT) and school site English Learner (EL) coordinators will meet to review the reclassification process and expectations, discuss and inform protocol with parents/guardians through site English Learner Advisory Committees (ELAC), and conduct reclassification goal-setting</th>
<th>enhance content academic vocabulary and build discourse structures. e. The Student Centered Coaching Cycles have provided opportunities to work within the Integrated Multi-Tiered System of Support (I-MTSS). Coaches and Education Specialists are able to support students in the classroom during core instruction and implementing similar structures for instructional support during pull out sessions. f. The Students with Interrupted Formal Education (SIFE) committee continues to collaborate with the Office of Language Acquisition (OLA) and International Center schools examine monitoring practices for students with interrupted education. OLA continues to provide International Center Resource Teachers at the sites and a part-time counselor at the secondary level.</th>
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<tr>
<td>2. Long Term English Learner (LTEL) Presentations have been designed to support teachers with students in this status. Secondary supports for English Learner’s (EL) have been through Professional Learning Communities at mid-level coaching sites. Additionally, teacher training has offered and provided to content area teams, at the secondary level to EL learning needs. Training highlighted learning about the typology of ELs and specific instructional supports to be implemented to support LTELs. OLA, in collaboration with IT, created a data report to identify LTELs and Dual Identified LTELs in order to set more specific academic and reclassification goals. During</td>
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conversations with students. During student-centered coaching cycles, the focus will be on Critical Concepts and English Language Development (ELD) Bundles to create learning and language targets and goals.

3. To promote accelerated English Language Development (ELD), English Learners (EL) will be provided with appropriate Integrated and Designated English Language Development (ELD) instruction until they are reclassified as English proficient. Integrated ELD with an emphasis on acquiring academic English (language of the discipline and/or content) will be focused across Grades K-12. At the elementary level, daily Integrated and Designated ELD instruction will be provided utilizing the Critical Concepts and ELD Bundles. Middle and high school master schedules will provide appropriate courses, levels, and sections of Designated ELD classes to support English Learners (EL). Schools with high numbers of recently arrived/immigrant students will provide daily Integrated and Designated ELD instruction as well as access to grade level core curriculum, and ensure that they are provided appropriate differentiated student-centered coaching cycles the team gathered data, background assessments, analyzed outcomes through a language lens, and determined next steps with teachers. ELIRTs observed focus students during lessons and planned with teachers during prep period. ELD bundles (CA ELD Standards) were used with teachers to develop language goals and targets. The reclassification process was presented at the general DELAC meeting to the ELAC representatives. The presentation included the process and expectations for student reclassification.

3. The development of Integrated and Designated English Language Development (ELD) lessons have been developed to support ELs in English language acquisition. The Office of Language Acquisition (OLA) has created a bank of professional development trainings including integrated and designated presentations customized for sites. The district has created lessons for the beginning of the year with materials to introduce how to set up your learning community for designated ELD for grades K-6 (the First 15 days at 3rd grade). Language supports are provided through Integrated and Designated ELD using benchmark curricular resources. Language supports can also be adapted to support language development through literacy, sample Designated ELA Lessons from grades K dELD and 4 dELD and site supports.
4. English Language Development (ELD) instructional specialists (central office secondary team) from the Office of Language Acquisition (OLA) will support selected middle schools offering professional development modules focused on strategies to support academic language acquisition and access to core content. ELD specialists will adopt sites to create learning labs.

5. The district will continue to offer a Summer School program that provides opportunities and support for acceleration of English Learners (EL).

6. The district will increase written translation and oral interpretation services for families.

7. The district will develop an English Learner (EL) master plan that includes student expectations, grade level goals and well-articulated pathways for 21st Century college, career, and community readiness.

8. The Office of Language Acquisition (OLA) will meet with the Students with Interrupted Formal Education (SIFE) and refugee students’ committee Working Group twice per year to adjust, refine and ideate on the site SIFE model. The committee composed of staff, parents,
community members and students, will seek solutions for the unique academic social and emotional needs of SIFE and refugee students. (SIFE includes students in Grades 4-12 who have experienced disruptions in their education in their native countries and/or the United States such that they are one or more years behind their grade level peers academically, and/or are unfamiliar with the culture of schooling.) Site committee meetings will be strategically aligned with schools with International Centers (e.g., Crawford High School, Mann Middle School) to allow school/teacher collaboration, building awareness of specific needs, and joint solution seeking for each student.

one with students, conduct an intake process to identify personal and academic strengths, evaluate social emotional needs, and, communicate with parents. They also connect families to community resources. The district collaborates with Crawford and Say San Diego to design specialized professional learning opportunities for teachers of refugee students.

**Action 1.8.b.**

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<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
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<tbody>
<tr>
<td><strong>Additional Support for English Learners</strong></td>
<td><strong>Additional Support for English Learners</strong></td>
<td>$23,746,882 LCFF Base</td>
<td>$26,509,186 LCFF Base</td>
</tr>
<tr>
<td>1. In collaboration with Area Superintendents and Instructional Support Officers, the Office of Language Acquisition (OLA) will identify schools with high percentages of English Learners (EL) and coordinate an Adelante Instructional Resource Support Cycle to build teacher capacity to serve English Learners (EL) and record student progress. OLA, with the support of the English Language Instructional Resource Teachers (ELIRT) will provide supports for dual language schools focused on the adopted curriculum for Grades K-3. The support cycles provided thorough classroom teachers with a curricular resources coach. The supplemental support was provided to approximately 20 dual language/biliteracy schools. The teams provided, district professional development and onsite professional development tailored to the needs of the school including iELD and dELD. The Office of Language Acquisition collaborated with site principals to select assessments and end of year goals for each program model. The English Language Instructional Resource</td>
<td>1. The Adelante Instructional Resource support cycles provided thorough classroom teachers with a curricular resources coach. The supplemental support was provided to approximately 20 dual language/biliteracy schools. The teams provided, district professional development and onsite professional development tailored to the needs of the school including iELD and dELD. The Office of Language Acquisition collaborated with site principals to select assessments and end of year goals for each program model. The</td>
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Adelante Instructional Resource Support Cycle will be aligned to the Student Centered Coaching Cycle structure.

Teachers (ELI-RT) worked side by side with teachers to co-teach, plan, and differentiate support using the benchmark materials. The team promoted the use of technology through the use of online benchmark resources and slide deck lesson presentations. The Office of Language Acquisition also supported Dual Language School principals with a Principal Network that met three times a year.

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<tr>
<th>Planned Actions/Services</th>
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<tr>
<td><strong>Action 1.8.c.</strong></td>
<td><strong>Additional Support for English Learners</strong></td>
<td><strong>Additional Support for English Learners</strong></td>
<td><strong>$2,719,390</strong> Other - Title III</td>
</tr>
<tr>
<td>1. The Office of Language Acquisition (OLA) will provide professional learning opportunities that focus on instruction and supports for English Learners (EL) (e.g., biliteracy, dual language, and secondary world language) and oversight of state and federal requirements. In collaboration with the Office of School Innovation and Integrated Youth Services and Area Superintendents, OLA will provide support to schools with English Learners (EL) through the implementation of Science, Technology, Engineering and Math (STEAM) pathways to disrupt, discover, and dream (a multiple year grant project in the Kearny, Clairemont, Mission Bay, and Point Loma Clusters).</td>
<td>1. Dual Language schools participate in Benchmark training. The Office of Language Acquisition (OLA) Dual Language team provides cycle support to each site and each grade level using these curricular resources. OLA Benchmark pacing guides assist classroom supports through the yearlong pacing guides. OLA has dedicated two English Language Instructional Resource Teachers (ELI-RTs) to support the STEAM pathways by supporting schools, students, and families with the writing, implementation, and modeling of lessons.</td>
<td><strong>$2,719,390</strong> Other - Title III</td>
<td><strong>$2,793,576</strong> Other - Title III</td>
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### Action 1.9.

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<th><strong>Planned Actions/Services</strong></th>
<th><strong>Actual Actions/Services</strong></th>
<th><strong>Budgeted Expenditures</strong></th>
<th><strong>Estimated Actual Expenditures</strong></th>
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| **Additional Support for Foster and Homeless Youth**  
  1. *(Moved to Section 4.3.a./b.2).*  
  2. *(Moved to Section 4.3.a./b.2).*  
  3. Children and Youth in Transition (CYT) will develop and provide resources and work with identified families and students (i.e., military, homeless, foster) to offer parent/community engagement opportunities to increase students’ academic and social emotional achievement. | **Additional Support for Foster and Homeless Youth**  
  1. *(Moved to Section 4.3.a./b.2).*  
  2. *(Moved to Section 4.3.a./b.2).*  
  3. Children and Youth in Transition (CYT) Department collaborated with school sites to determine the needs of students experiencing homelessness, foster youth and students that are refugees. This year, CYT created collaborations with community agencies to support students’ development and college and career readiness. CYT has collaborated with school administrators providing recommendations for school site teams in best practices to supporting students in transition. CYT department continues to build community collaborations with community agencies that serve our children and youth in transition in order to bring as many resources as possible to students and school communities. Data from our CYT continues to ground strategic plans to supporting students at our school sites. Foster Youth continue to be provided with centralized support in order to minimize academic barriers to their success. These services include the importance of meeting students’ basic needs while supporting student in reaching their highest academic potential. CYT centralized team continues | See actions 4.3.a., 4.3.b. | See actions 4.3.a., 4.3.b. |
to provide ongoing support to foster youth by collaborating with community agencies, coordinating services from foster home to school, assessing students’ academic supports, partnering with school sites to provide best practices and services to students. CYT department continues to train schools on Trauma Informed Care Training. CYT is also continuing its collaboration with other departments in order to enhance and foster meaningful connections with student throughout our system.

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<tr>
<th>Planned Actions/Services</th>
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<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
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<tbody>
<tr>
<td>Additional Support for African American and Latino Students</td>
<td>Additional Support for African American and Latino Students</td>
<td>See action 5.1.</td>
<td>$195,047 Other – Title II</td>
</tr>
</tbody>
</table>

1. The district will recruit teachers and staff that are reflective of and possess the cultural proficiency to effectively engage its diverse student population. A collaborative process will be implemented to identify staffing needs beginning with the 2018-19 school year. Collaborative conversations with principals, the Office of School Innovation and Integrated Youth Services, Area Superintendents, Finance and Human Resource Services will focus on the principal using student data to identify courses necessary to ensure that all students are progressing toward a meaningful graduation. This process will set the district on a path to ensure the staffing and budgeting process for the upcoming school year.

1. The Office of School Innovation and Integrated Youth Services, Area Superintendent, Human Resources and Finance utilized the master schedule "placemat," as well as contractual and budgetary timelines to lay out the process for schools to complete their master schedules. Through the guidance of the Office of School Innovation and Integrated Youth Services and the High School Area Superintendent, the High Schools were guided through a process to develop master schedules based on student needs. The Human Resources and Finance Divisions developed the process to support principals through the budget and staffing process that provided the data needed to ensure the
year is efficient and that full staffing will be in place by the start of the next school year.

2. Site administrators and classroom teachers will routinely analyze data on the achievement of African American and Latino students and develop, implement, and monitor support plans designed to improve each student’s achievement, attendance, and behavior by providing support to school teams around strengthening Professional Learning Communities (PLC) and Integrated Multi-Tiered Systems of Support (I-MTSS) with a focus on prevention as well as intervention. Area Superintendents will continue to support school leaders to analyze data and identify root causes for underperformance for Latino and African American Students. Area Superintendents will also support site leaders to develop a strategic plan of action with specific goals and action steps designed to ensure continuous improvement for Latino and African American students. Professional learning for site leaders specifically focused on strengthening I-MTSS will be provided.

3. The district will continue to increase enrollment of males of color in advanced courses (e.g., Advanced Placement [AP], International Baccalaureate [IB], college classes, and College, Career and Technical Education [CCTE] capstone courses [the last course in a planned sequence necessary for employment in an identified occupation]).

upcoming school year is efficient and that full staffing will be in place by the start of the 2019-20 school year.

2. Principals and teachers routinely analyze student achievement, behavior and attendance data of their African American and Latino students during their Professional Learning Communities (PLCs) to ensure students are learning. When students are not learning school teams design, implement, and monitor student progress. Area Superintendents support principals during site visits to review specific goals, progress towards the goals, and observe students in classrooms (focal students) during Tier 1 instruction. Area Superintendents and Principals look for patterns and trends to determine root causes for underperformance. Area Superintendents support leaders in the refinement and implementation of their Strategic Plans.

3. The district has continued efforts to increase the enrollment of African American & Latino males along with other underrepresented student subgroups in advance studies courses. In an effort to develop equity based practices which eliminate opportunity gaps, each high school site developed an Equity Team. Equity Teams are comprised on site administrators, teachers, counselors and other stakeholders. Equal Opportunity
4. The district will continue to implement an Ethnic Studies introductory course, using culturally empowered curriculum and culturally relevant curricula products (i.e., lesson plans and resources).

5. The district will continue to monitor the progress of males of color using formative assessments and other measures, intervening when students are not demonstrating growth and provide ongoing support for school teams to develop systems and structures for monitoring progress toward priority standards using common formative assessments and proficiency scales. All schools have developed goals for students of color in their Single Plans for Student Achievement (SPSA) and will monitor progress throughout the year.

6. In partnership with the San Diego Workforce Partnership, the district will develop new work-based learning opportunities for underrepresented student populations, including paid and unpaid internship opportunities.

7. The district will continue to expand the Student Equity Coalition and Student Equity Ambassador group to address educational inequities identified by Student Equity Ambassadors. A series of meaningful

Schools (EOS) provided training for Equity Teams throughout the year quarterly.

4. A new UC ‘a-g’ approved US history course was created and is being piloted in 2018-19. High school and middle school US History Teachers were provided with professional development and materials to support this course. The course is aligned with the FAIR Act and the recently adopted History/Social Science framework. Materials and strategies aligned with the ethnic studies framework are being embedded into the development of curriculum for existing courses.

5. Area Superintendents held quarterly monitoring meetings with all site leaders to progress monitor males of color through multiple measures and provided opportunities for leaders to share best practices. Schools replicate protocols or use their own protocol for data analysis to progress monitor throughout the year based on their Single Plans for Student Achievement (SPSA).

6. In partnership with the San Diego Workforce Partnership, the district developed new work-based learning opportunities for underrepresented student populations, including paid and unpaid internship opportunities.

7. The district continued to expand the Student Equity Coalition and Student Equity Ambassador group to address educational inequities as identified by Student Equity Ambassadors. A series of meaningful Student Equity Coalition
Student Equity Coalition experiences will be developed that includes representation from a cross-section of Student Equity Ambassadors from middle and high schools.

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<th>Action 1.10.b.</th>
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<td><strong>Planned Actions/Services</strong></td>
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<tr>
<td><strong>Additional Support for Low Income Students</strong></td>
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<tr>
<td>1. The Office of Leadership and Learning’s Family Engagement Team will develop professional presentations and videos on the district’s early learning programs to inform parents and families of educational opportunities.</td>
</tr>
<tr>
<td>2. The district will improve graduation rates for African American and Latino students.</td>
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</table>
3. The district will support the expansion and development of student advocacy groups at all secondary schools where students’ cultures and identities can be explored and nurtured. These advocacy groups will also serve as mechanisms for students to connect to organizations and events in the broader community.

4. The district will provide support for parents and families of underachieving African American and Latino students.

5. Project Ujima will continue to increase parent engagement by partnering with all families and providing culturally focused learning opportunities to promote positive social behavior and academic achievement for all students.

6. The Youth Advocacy Team will work to identify and explore cultural identities and/or student identified inequities to begin building bridges in support of increasing student achievement.

higher education institutions to create empowering opportunities for students.

3. The Youth Advocacy Department has developed Authentic Student Voice Framework and Curriculum for use in classrooms and after school programs. Program piloted at Hoover High School in the 2018-19 school year, resulting in 21 student action projects.

4. The Youth Advocacy Department has held two annual family and community meetings, “Black Minds Matter,” which included a data presentation from SDSU’s Chief Diversity & Inclusion Officer. Families and community members were given information on district and community supports for African American & Latinx students to aid in the support and academic success of students. 210 participants attended.

5. In 2018-19 the district reimagined a field experience to the CSU San Marcos in order to build deeper understanding of admission requirements, academic and program offerings, financial aid, and available student supports. In order to connect cultural appreciation, the district enlisted a storyteller to share stories about African American Achievers who made positive impacts in our society. Ongoing parent trainings supporting College and Career Readiness were provided.

6. The Youth Advocacy Department has used district data to explore cultural, racial, and identity-based inequities. As a result, the district has developed and delivered Culturally Responsive Teaching Practices
7. The Family Engagement Team will engage parents in identifying ways to increase parent engagement through data dialogues, home visits and engaging/educating Family Literacy Strategies to be used in the home.

8. The district will expand Restorative Justice Practices (RJP) and Positive Behavioral Interventions and Support (PBIS) and provide professional development to promote effective and positive behavior support strategies at each school.

Training (CRPT) with CRPT Toolkit at 20 sites to 273 educators, developed identity-based curriculum modules to support educators in the implementation of the FAIR Education Act, and supported students in developing agency through the creation of a Student Power Collaborative.

7. Partnering with Hoover Cluster Wellness Counsel to engage with parents and community members to identify barriers pertaining to each site within the cluster. The design thinking model is used as a process to ideate and solution seek after root cause for non-participation are identified. A variety of presenters provide information and training to parents based on their input. The district has collaborated throughout the year and has presented alongside this group seven times in 2018-19.

8. The Youth Advocacy Department has developed a framework and introduction for Culturally Responsive Teaching Practices which includes “Awareness” and “Creating Safe Spaces” as a means of assisting teachers, principals, and school site staff in creating safety and a sense of belonging for students with cultural connections and scaffolds.

**Analysis**

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.
All actions and services were implemented and served as additional building blocks for the district’s work over the past six years to close the achievement gap. The district will focus its efforts in LCAP 1 – Closing the Achievement Gap with High Expectations for all on the continuous effort to monitor student outcomes using data and focusing on individualized student goal setting. In 2018-19 the Area Superintendents focused on individualized student goal setting, ongoing progress monitoring and year-end effectiveness evaluation through data monitoring. Data from the pre-assessment was used to set learning goals and learning targets. Formative assessments were built into all lessons planned with teachers and were used to make decisions around what to look for when checking for understanding. This allowed teachers to notice when to highlight student thinking or “Lift” the learning for the benefit of others or, when to “Shift” the learning based on misconceptions or misunderstandings to redirect or reteach the learning. Analysis of exit slips informed instruction and was used to monitor student progress toward the learning goal. Target students were selected to represent students from various sub-groups.

With the goal of continuing to close the achievement gap, the instructional technology team collaborated with central office resource teachers to implement the use of technology throughout the student centered coaching cycles. The district conducts the student centered coaching cycles to set specific targets and measure those targets over a course of time based on student learning. The Instructional Technology Department collaborated with the Early Literacy Language Acquisition (ELLA) Department to support the use of Book Creator for supporting interactive writing. The Instructional Technology Department sees significant success in the collaboration with the TK/K STEAM initiative where they are part of the curriculum writing process. Formative assessments are built into the lessons through video reflections using Flipgrid and SeeSaw where students share their learning and teachers have the opportunity to plan next steps for instruction based on the needs of their students. Last but not least the Instructional Technology department served as advisors for the upcoming work with secondary curriculum coaches and the guaranteed and viable curriculum (GVC). They collaborate with curriculum writers to use Universal Design for Learning as a lens for finding multiple means of engagement (formative assessment) to support learners.

Throughout the student centered coaching cycles, critical concepts were used to create learning goals and targets for teachers and students. These Critical Concepts became the pathway to close the gap between where students currently are and where we wanted them to be in relation to the standards. Critical Concepts were also used alongside the ELD Bundles (based on the ELD Framework and Standards) to create Language Goals and Targets that support the learning goals and targets. Capacity Builder workshops around the Critical Concepts were provided to district teachers. Teachers engaged in creating units based on the Critical Concepts. Units include pre- and post-assessment with test items from each level of the proficiency scale as well as plans for ongoing formative assessment, both obtrusive (such as exit slips) and unobtrusive (such as listening in to a partner talk or collecting student annotations).

In 2018-19 the district began designing a multi-year implementation model to build early language learning for English Learners (EL) in grades TK-2. This effort has a shared focus on literacy and language development across early learning systems and grades and serves to bridge the achievement gap for all underperforming student groups. The ELLA Team (Early Literacy and Language Acquisition) met all stated goals through student-centered coaching cycles with 14 schools, Capacity Builders with 200 teachers, and preschool Professional Development with 100 teachers. High leverage reading strategy cards have been developed and utilized in daily lessons and longer-range planning. Professional Development supported the integration of enhancing literacy and language supports. Each student centered cycle includes English Learner focus students. Examples of professional learning through coaching cycles elevating a focus on language included, Monitoring an English Learner, Aligning ELD Standards to Number Talks, Crafting Language Goals and Targets, Designated ELD lessons and Math Language Targets.
In efforts to ensure the achievement gap is being closed for all students, the district continues its commitment to develop courses and units with an ethnic studies perspective using culturally empowered curriculum. The districts Ethnic Studies Committee focused on aligning the work to safe, collaborative and inclusive classrooms in alignment with guidance from state board of education paired with our curriculum framework. Embedding ethnic studies and culturally responsive teaching practices is in cohesion with the districts beliefs that all students and families deserve to have their cultures and identities in our schools and acknowledged through practices and materials. In 2018-19 the district continued to implement these courses and provide teachers with professional development aligned with these beliefs. The district continues its efforts to add courses to the curriculum and provide relevant professional development for teachers.

In 2019-2020, our District will continue to highlight the importance of supporting students' instructional experiences, as we embed social and emotional learning in a process that we called Academics and Agency (A²). These two concepts have provided us with a framework to embed social, emotional and academic strategies that are responsive to the needs of our learners and the whole child. Through an Integrated Multi-Tiered Systems of Support framework (I-MTSS), we will continue to identify Academic, Behavioral and Social-Emotional needs of our students, as we respond to these in an integrated manner. Our IMTSS Department will continue to guide and support these efforts by expanding current I-MTSS pilot programming and offering continued supports as school sites evaluate their school systems through developed Strategic Plans.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

For the English learner metrics for this goal, major changes at the state level in the assessments administered have interrupted measurement of progress. The new English Language Proficiency Assessment for California (ELPAC) sets a new baseline to measure the performance of English Learners (ELs). Based on remaining metrics, the effectiveness of the actions/services for this goal indicate mixed success. On the 2018 Smarter Balanced English Language Arts assessment, there was little change overall compared to 2017 (approximately one percentage point increase) and any improvements were mostly maintained based on increases achieved in 2016. That said, some traditionally lower-performing groups (e.g., African American, Latino) had greater improvement from 2015 to 2018 compared to traditionally higher-performing groups (e.g., White students). Further, on the same assessment, economically disadvantaged students had slightly more than double the improvement from 2015 to 2018 as their economically advantaged peers. Again, though, the improvement was largely seen as of 2016. On the 2018 Smarter Balanced mathematics assessment, there was modest improvement overall compared to 2017, with an increase of 1.1 percentage points, and the increases were not markedly different among student groups. However, African American and Latino students did maintain their relatively larger improvements over White students compared to 2015 results. In addition, economically disadvantaged students increased their larger improvement to 3 points (from 2) over their economically advantaged peers when comparing 2018 to 2015.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action/Service 1.1: Variance related to vacancies and reduced spending in Title funds in Research and Evaluation dept.
Action/Service 1.2: Decrease in Early Childhood Education contribution due to increased earnings in the restricted revenue for the program. Program also saw vacancy savings.
Action/Service 1.3: No material difference overall, but change between funding sources.
Action/Service 1.4: Projected to spend less than allocated out of individual site budgets.

Action/Service 1.5: Reduced allocation based on final site enrollment.

Action/Service 1.6: Contract changed funding sources. Savings identified within the contract.

Action/Service 1.7: Increased teacher and para allocations.

Action/Service 1.8: Created new process to identify biliteracy teachers within financial system, therefore offset is in 3.1.

Action/Service 1.10: Variance related to positive behavioral intervention and support expenses realigned within site budgets. Funding shifted between funding sources.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Actions/Services 1.1.a., 1.1.b., 1.2.a., 1.2.b., 1.2.c., 1.3.a., 1.3.b., 1.5.a., 1.5.b., 1.7.a., 1.7.b., 1.8.a., 1.8.b., 1.8.c., 1.9.3., 1.10.a., and 1.10.b. have been modified for 2019-20:

1.1.a.1 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
1.1.a.2 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
1.1.a.3 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
1.1.a.4 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
1.1.a.7 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
1.1.a.8 Is a new Action/Service to support the district’s implementation of accomplishing this goal in 2019-20.
1.1.a.9 Is a new Action/Service to support the district’s implementation of accomplishing this goal in 2019-20.
1.1.b.1 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
1.1.b.2 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
1.1.b.3 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
1.2.a.1 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
1.2.a.2 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
1.2.a.5 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
1.2.b.1 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
1.2.b.2 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
1.2.b.3 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
1.2.c.1 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
1.2.c.2 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
1.2.c.4 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
1.3.a.1 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
1.3.a.2 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
1.3.a.3 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
1.3.a.8 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
1.3.a.11 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
1.3.a.12 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
1.3.a.13 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
1.3.b.1 Has been removed; this action and service will not continue in 2019-20.
1.3.b.2 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
1.4.a.1 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
1.5.a.3 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
1.5.a.4 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
1.5.a.5 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
1.5.a.6 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
1.5.a.7 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
1.5.a.8 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
1.5.a.11 Has been revised; diagnostic data will continue to be supported for master schedule building in 2019-20.
1.5.a.12 Is a new Action/Service to support the district’s implementation of accomplishing this goal in 2019-20.
1.5.b.1 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
1.5.b.3 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
1.5.a.12 Is a new Action/Service to support the district’s implementation of accomplishing this goal in 2019-20.
1.6.1 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
1.7.a.1 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
1.7.a.7 Has been revised; coaches will be working with all students with support from the Special Education Division in 2019-20.
1.7.a.8 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
1.7.a.9 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
1.7.b.2 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
1.8.a.1 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
1.8.a.3 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
1.8.a.4 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
1.8.a.7 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
1.8.b.1 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
1.8.c.1 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
1.9.3 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
1.10.a.1 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
1.10.a.2 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
1.10.a.3 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
1.10.a.4 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
1.10.b.1 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
1.10.b.6 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
1.10.b.7 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
1.10.b.8 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
**Goal 2**

**Access to Broad and Challenging Curriculum:** Students have equitable access to rigorous, well-rounded, standards-aligned curricula and access to and skill in applying technologies to leverage student learning, ensuring readiness for a full range of post-graduation options.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 4, 7, 8
Local Priorities: Vision 2020 - Access to Broad and Challenging Curriculum

### Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
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<tbody>
<tr>
<td>Availability of standards aligned instructional materials as measured by annual Board resolution: 100%</td>
<td>100%</td>
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<tr>
<td>Completion of 'a-g' course sequence with grades of C or higher demonstrating a broad course of study for unduplicated students and students with exceptional needs: 63.6%</td>
<td>69.9%</td>
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<tr>
<td>Students on track after their second year of high school for the district course sequence (a-g) included in district graduation requirements: 78.1%</td>
<td>79.0%</td>
</tr>
<tr>
<td>Increased enrollment and passage rates in advanced coursework (AP mandated): AP Part: 46.2%, AP Pass: 65.3%</td>
<td>Part: 46.5%; Pass: 57.1%</td>
</tr>
<tr>
<td>Career Technical Education (CTE) course sequence completion (seniors passed 3 or more courses): 61.6%</td>
<td>65.0%</td>
</tr>
<tr>
<td>Percentage of students earning D and F Grades in all subjects: Grade 6: 9.2%; Grade 7: 12.3%; Grade 8: 12.3%; Grade 9: 21.7%; Grade 10: 17.1%; Grade 11: 12.2%; Grade 12: 7.7%</td>
<td>Grade 6: 10.3%; Grade 7: 12.5%; Grade 8: 13.4%; Grade 9: 23.2%; Grade 10: 18.1%; Grade 11: 13.1%; Grade 12: 8.9%</td>
</tr>
<tr>
<td>Percentage of students earning a Seal of Biliteracy: 7.7%</td>
<td>10.5%</td>
</tr>
<tr>
<td>Elementary students participate in a broad course of study as measured by marks in all subject areas on report cards: 100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
### Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

#### Action 2.1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pathways to College and Career Readiness - All Students, Students w Disabilities</strong>&lt;br&gt;1. The district will continue to ensure that all students have access to and participate in well-articulated programs and course pathways that lead to meaningful graduation and readiness for college, career and community. Ongoing support for cluster alignment and strengthening pathways and programs will continue.</td>
<td><strong>Pathways to College and Career Readiness - All Students, Students w Disabilities</strong>&lt;br&gt;1. High School Principals have developed a clear understanding of the value of pathways. College Career Technical Education (CCTE) courses were offered in an intentional sequence which provided students an opportunity to start with an introductory course and complete the pathway with a capstone course. In 2018-19 the district has made improvements to ensure that the CCTE courses meet “industry level” expectations and that they lead to clear transitional postsecondary opportunities for students. Area Superintendents continuously collaborated to ensure that all pathway efforts within a cluster are carefully designed and vertically aligned.</td>
<td>See actions 1.2.a., 1.2.c., 1.3.a., 1.3.b., 1.5.a., 1.5.b., 1.7.a, 1.7.b., 1.8.a., 1.8.b., 1.8.c., 1.10.a, 1.10.b., 2.2.a, 2.2.b.</td>
<td>See actions 1.2.a., 1.2.c., 1.3.a., 1.3.b., 1.5.a., 1.5.b., 1.7.a, 1.7.b., 1.8.a., 1.8.b., 1.8.c., 1.10.a, 1.10.b., 2.2.a, 2.2.b.</td>
</tr>
<tr>
<td>2. The district will monitor master schedules to ensure access to UC ‘a-g’ courses for all high school students and all student groups. 3. The Office of College, Career and Technical Education (CCTE) will also monitor master schedules to ensure CCTE pathway completion.</td>
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<td>4. The Special Education Division will</td>
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</table>
continue to make improvements and refinements to the moderate/severe program to ensure meaningful graduation for students with disabilities, including:

a. Purchase of Unique/News 2 You curriculum for moderate/severe classroom teachers to improve curricular resources and supports for moderate/severe students and teachers.
b. Continued professional development and coaching opportunities.
c. Implementation of a “New Teacher Academy” for new special educators to ensure they have an opportunity to build their skills in all areas.
d. Continued collaborative work with the Office of School Innovation and Integrated Youth Services to ensure students have access to classes that lead to meaningful graduation.

5. Unlocking the Genius lessons for Grades 6-12 will be reviewed and redesigned based on feedback from students, counselors and staff. New Unlocking the Genius lessons for Grades TK-5 will be designed and implemented through a phased-in approach at selected elementary schools.

6. The district will use the Naviance and Thrively assessment models.

You to all moderate/severe teachers as well as training and support throughout the year.

b. The district is developing more online training options in addition to our current training opportunities to allow continuous professional development and coaching opportunities.
d. Continued collaboration work was implemented as a committee to identify our next steps for ensuring students have access to classes.

5 & 6 Implementation of Unlocking the Genius (UTG) continues to be part of grades 6-12. Principals and site counselors have been provided with information, ongoing assistance and support to grow the UTG experience for our schools. These lessons include grade level lessons that were made available to school sites, including implementation procedures, reflection of student impact and site-based level information through Thrively platform. Students continue to be provided with opportunities to develop digital portfolios that archive students’ interests, strengths, and experiences as students are
7. The district will continue to promote student agency in Grades 6-12. Project-based learning (PBL) will include interdisciplinary pathways for middle and high schools, with common planning time for middle and high school staffs. The Project Based Learning Summer Institute will provide the necessary structure for interdisciplinary teams at the secondary level to design and implement a fully integrated rigorous project. The Institute will be personalized for both new and veteran teams and includes a “PBL Slice” experience to provide a hands-on experience for teachers with quality PBL practices, as well as an industry job shadow for teachers. The Summer 2018 Institute will include direct on-site partnership of industries in the development of a client-based project, student attendance and voice in the construction of the project, and an administrative “Exhibition” gallery walk to promote equity in district-wide expectations.

Unlocking the Genius content includes, grade level units with a set of lessons in which students have opportunities to be exposed to careers, explore college/career options, and experience information in a wide variety of career exploration options. Lessons are guided by essential questions at each grade level and lessons range in time from 60-90 minutes. Each lesson encourages students to further develop their college, career and life readiness as well as students’ strengths.

7. The district continued to promote student agency in Grades 6-12. The process included interdisciplinary pathways for middle and high schools, with common planning time for middle and high school staffs. Staff training topics included, Grading Practices, Student Engagement, Effective Teaching Strategies, Guaranteed Viable Curriculum Construction, Safe and Collaborative Culture, and Progress Monitoring to present a balance of perspectives on academic achievement and development of student agency.

The Project Based Learning Summer Institute provides the necessary structure for interdisciplinary teams at the secondary level to design and implement a fully integrated rigorous project. The Institute is personalized for both new and veteran teams and includes a “PBL Slice” experience to provide a hands-on experience for teachers with quality PBL practices, as well as an industry job shadow for teachers. The Summer 2019 Institute...
8. Partnerships with the USS Midway, the San Diego Zoo, Raytheon, the Maritime Alliance and others will yield additional opportunities for both middle and high school students with a goal that all Grade 8 and high school pathway students will engage in at least one off-campus work-based learning experience. A comprehensive onboarding package for potential partners to engage with students on the work-based learning continuum will be developed to support this effort.

9. A multi-year and multi-tiered mathematics teaching and learning pipeline was developed and implemented in school year 2018-19 which includes writing in mathematics, communicating mathematical reasoning, and developing mathematical arguments in all TK-12 classrooms. All professional development was anchored in classroom work, aligned to the development of Guaranteed and Viable Curriculum in IM1 and IM2 to be implemented in the 2019 - 20 school year. The Professional Development provided strategies for integration across multiple subjects, including but not limited to the district’s TK-12 Science Technology Engineering Arts and Math (STEAM) pipeline efforts.
Action 2.2.a.

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enriched and Enhanced Learning Opportunities - All Students, GATE</strong></td>
<td><strong>Enriched and Enhanced Learning Opportunities - All Students, GATE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. All students will continue to have access to advanced courses and learning</td>
<td>1. All students continued to have access to advanced courses and learning</td>
<td>$2,226,282 LCFF Base</td>
<td>$3,204,463</td>
</tr>
<tr>
<td>2. Participation in the Advanced Placement (AP) “nuts and bolts” trainings will be</td>
<td>opportunities including, Advanced Placement (AP), International Baccalaureate</td>
<td>$5,238,083 Other - Title I</td>
<td>$6,983,766</td>
</tr>
<tr>
<td>changed and topics of interest will be expanded. A standardized AP toolbox will</td>
<td>(IB), honors, college courses and Gifted and Talented Education (GATE). Area</td>
<td>$1,050,000 Other - Other Unrestricted</td>
<td>$591,159 Other – Title IV</td>
</tr>
<tr>
<td>be developed for sites to use as a baseline for student/family communication that</td>
<td>Superintendents will also monitor test taking and pass rates. A series of informational</td>
<td></td>
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<tr>
<td>includes a timeline of expectations to ensure student success. An AP webpage will be</td>
<td>videos and handouts will be developed to provide information to students and parents</td>
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<td>created on the district’s website to provide schools with the online AP Examination</td>
<td>to increase enrollment in advanced courses.</td>
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<tr>
<td>3. Advancement Via Individual Determination (AVID) training will continue to be offered.</td>
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</tbody>
</table>
4. The district will continue to administer the Cognitive Abilities Test (CogAT). District-certified teachers in all content areas, Grades 3-8, will provide Gifted and Talented Education (GATE) instructional strategies. Principals will be provided a GATE resource binder/toolkit to plan, clarify, and improve the GATE program at individual school sites.

5. The district will continue to provide culturally enriching, off-site experiences for selected schools, including activities at Old Town, Balboa Park and Mission Trails Regional Park.

6. Through the College Block Grant, the district will ensure that qualifying students have financial support to access Advanced Placement (AP) and International Baccalaureate (IB) courses and exams.

4. The Gifted and Talented Education (GATE) binder provided principals and teachers with GATE instructional strategies such as Icons of Depth and Complexity, how to plan for differentiation, and Socratic Seminar. The district continued to provide GATE certification through UCSD. New GATE teachers learned a variety of instructional strategies for the GATE learner. The planned actions have outlined what site principals used as resources to plan, clarify, and improve the GATE program at each site.

5. Teachers of Grades 4, 5, and 6 had the opportunity to have a one-day experience at Old Town, Balboa Park, and Mission Trails Regional Park.

6. The district ensured that qualifying students had financial support to access AP and IB courses and exams by providing information about block grants to school sites.

### Action 2.2.b.

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
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</table>
Enriched and Enhanced Learning Opportunities - English Learners, Foster Youth, Low Income

1. In addition to the core content areas of math, science, English/Language Arts, social studies, visual and performing arts (VAPA) and physical education, the district will provide enhanced and extended learning opportunities including: Linked Learning; College, Career and Technical Education (CCTE); Junior Reserve Officer Training Corps (JROTC); Gifted and Talented Education (GATE); Advanced Placement (AP); International Baccalaureate (IB); biliteracy, dual language, and world language programs; Advancement Via Individual Determination (AVID); Next Generation Science Standards (NGSS); Civics Education; Interscholastic Athletics; and outdoor learning opportunities.

   a. Science Technology Engineering Arts Math (STEAM) curriculum for Grades TK-K will be developed and implemented in four pilot clusters.

   b. Civics literacy will be accomplished through the integration of the six proven practices of civic education embedded into instructional practice across the content disciplines and school life. Students will be encouraged to be part of student government through Associated Student Body (ASB) through which they may vote in student government elections and participate in voter registration drives.

2. The district will continue to implement the Strategic Arts Education Plan to.

   $42,527,234
   $3,784,192

   2. The district continued its implementation of the Strategic Arts Education Plan to

   $48,762,431
   $52,142
promote artistic literacy, innovation, creativity and excellence in visual and performing arts instruction by providing a standards-based, sequential TK-12 arts experience for all students. The Visual and Performing Arts (VAPA) Department will support the highest quality arts education in dance, music, theatre, and visual arts, providing services in curriculum and instruction, professional development and community collaboration. To support music education, VAPA will continue to manage a team of itinerant instrumental and choral music educators that will equitably serve elementary schools, open a new district music library, acquire new musical instruments, and purchase band uniforms for high schools.

In partnership with the visual and performing arts foundation, VAPA will also:

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<tbody>
<tr>
<td>a.</td>
<td>Increase number and depth of VAPA partnerships</td>
</tr>
<tr>
<td>b.</td>
<td>Increase the number of VAPA off-campus opportunities and student participation</td>
</tr>
<tr>
<td>c.</td>
<td>Implement a digital badging system to recognize student participation in VAPA experiences</td>
</tr>
<tr>
<td>d.</td>
<td>Increase the number of VAPA articulated coursework</td>
</tr>
<tr>
<td>e.</td>
<td>Increase the number of CCTE Arts Media and Entertainment performing art pathway programs</td>
</tr>
<tr>
<td>f.</td>
<td>Increase the number of VAPA pathway completers</td>
</tr>
</tbody>
</table>

a. In 2018-19 VAPA held four discipline specific meetings with local arts organizations. VAPA has added partnerships with Educational Theatre Association (Jumpstart Theatre), Mesa College, Diversionary Theatre and added depth to our partnership with SD Children's Choir, Cynet Theatre and the Old Globe. Copland House, Grant-funded partnership with Sacra Profana, La Jolla Music Society partnership agreement, Partnership agreement with GITC, SD Opera & Price Charities for mariachi, Mr. Holland's Opus, Smart Border Coalition and Vesta--Birds Without Paradise, Gafcon and Seaport Village, American Heart Association, TEDx, American Heart Association, San Diego International Film Festival, UC San Diego Sponsorship with the VAPA Foundation
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| **g.** Increase the delivery of professional development to elementary classroom teachers | **b.** In 2018-19 VAPA increased the number of off-campus opportunities and student participation including:  
- Two Cluster Arts Festivals, one at CPMA and one at Bell M.S.  
- VAPA Showcase/Student Art Gallery at Seaport Village  
- District Honor Choirs  
- TEDx  
- Birds Without Paradise at Liberty Station  
- Meetings about internships and job shadows  
- Four UC San Diego Field Trips with 200 students  
- Various student matinees at Old Globe  
- La Jolla Playhouse Jumpstart Theatre event and student matinees  
- Student matinees at Cygnet Theatre, Diversionary, Classics 4 Kids, and SD Symphony  
- VAPA Foundation funded field trips |
| **h.** Create plan for management of top-tier district performing arts theaters |   |
|   | **c.** In 2018-19 VAPA continued to work with Thrively to implement digital badging systems.  
**d.** Increased the number of VAPA articulated coursework including the following:  
- Modern Dance was added to finish the pathway and Ballet Honors Course to piloted for 19-20.  
- Piloting P.E. Dance for grades 9 and 10 in 19-20. |
• 18-19 is the first year that the four year band pathway was implemented.

e. Increase the number of CCTE Arts Media and Entertainment performing art pathway programs
   • SCPA and Hoover has UCCI AME course offerings.
   • SCPA has increased the number of AME Artist in Residence courses.
   • VA PA has held regular meetings with the CCTE Department to improve collaboration.

f. Increase the number of VA PA pathway completers
   • 318 Seniors in 2017-18 completed four years of VA PA.
   • 470 Seniors in 2018-19 completed four years of VA PA: a 23% increase.

g. Increased the delivery of professional development to elementary classroom teachers
   • VA PA Resource Teachers have written curriculum and led trainings as a part of the district STEAM initiative.
   • VA PA offered the VA PA Liaison Day to all elementary VA PA Liaisons, which includes professional learning opportunities and support materials.
   • Learning Through the Arts - Provided two full days of PD focused on arts integration and backwards curriculum design in the
3. The district will continue to provide additional support for Lincoln High School.

4. The district will continue to provide transportation services for eligible students participating in programs that provide opportunities for English Learners (EL), Foster Youth (FY) and Low Income (LI) students, such as Magnet and Voluntary Enrollment Exchange Program (VEEP), and to students grandfathered in Program Improvement (PI). In addition, area shuttle service will continue to be provided in some areas to support students for whom walking routes to their neighborhood schools are deemed unsafe. Transportation for foster/homeless/migrant students will continue to be provided as required by federal law. Services for these students are often shared with other school districts as the student may be temporarily living within the boundary of one school district while attending school at a school within another district. The district will continue to offer a fee for transportation program however, as is required by California Education Code, Foster Youth (FY) and Low Income (LI) students are exempt from the fee.

fall for 216 participating classroom teachers at Title I schools.

h. Theater Rental study is in progress. VAPA staff is engaged in the development of all new theater designs for Measure YY.

3. The district has continued to provide additional support for Lincoln High School through weekly Area Superintendent visits which often consists of support for other district personnel from departments such as OLA and Secondary Counseling.

4. Transportation services were provided for eligible riders participating in programs that provide opportunities for English Learners (EL), Foster Youth (FY) and Low Income (LI) students, such as Magnet and Voluntary Enrollment Exchange Program (VEEP), and to students grandfathered in Program Improvement (PI). In addition, area shuttle service was provided in some areas to support students. Transportation for foster/homeless/migrant students was provided as required by federal law. Services for these students are often shared with other school districts as the student may be temporarily living within the boundary of one school district while attending school at a school within another district. The district offered a fee for transportation program, however, as is required by California Education Code, Foster Youth (FY) and Low Income (LI) students are exempt from the fee.
### Action 2.3.

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aligned District Course of Study and Curriculum - All Students</strong></td>
<td><strong>Aligned District Course of Study and Curriculum - All Students</strong></td>
<td>$170,023</td>
<td>$229,699</td>
</tr>
<tr>
<td>1. The Course of Study will be updated on an annual basis to ensure continued alignment with the Common Core and English Language Development (ELD) State Standards, the Next Generation Science Standards (NGSS) and the UC ‘a-g’ requirements.</td>
<td>1. The Course of Study was updated for the 2018-19 school year and revisions for the 2019-20 school year are underway now. Pilot course reports have been submitted for review by the Interdivisional Curriculum Committee. A new system for submitting course requests and changes to the Master Course File has been developed and will be in operation for the 2019-20 school year.</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
</tr>
<tr>
<td>2. The district will continue to develop core content and course curriculum maps, tools, and guides, in alignment with priority standards and proficiency scales. Professional development will be provided.</td>
<td>2. Elementary English Language Arts (ELA) coaches provided professional to elementary teacher and principals with the focus on the alignment of critical concepts to curricular resources. Teams walked away with units at a glance with embedded common formative assessments in ELA.</td>
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<tr>
<td>3. Coaching cycles will be strengthened across the district to ensure effective implementation of inclusive curriculum. English Language Arts (ELA) Coaching Cycles will include the development of units grounded in Critical Concepts through the ongoing professional development in 2018-</td>
<td>3. Elementary ELA coaching cycles have focused on the development of units of instructional ground in the critical concepts. Coaches worked with teachers to build their capacity around intentional lesson design that incorporates Common Core Standards.</td>
<td></td>
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<tr>
<td>19. Math Coaching Cycles will provide support in understanding the California Framework for Mathematics and developing units.</td>
<td>Elementary Math coaches used the critical concepts, the state framework and district curricular resources to set learning targets and develop lessons with teachers. During the coaching cycles, lessons are modified based on student work so that all students have access. Coaching continued at the secondary level in Math, Science, History-Social Science, and ELA with a shift in focus to the implementation of Guaranteed and Viable Curriculum. Coaching was offered to the identified content area research teams. Math/Science/English/Social Study Coaching</td>
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<tr>
<td>4. Integrated Mathematics 1 (IM1) and Computer Science courses will be piloted at schools to incorporate the course curriculums using Bootstrap. Support for computer science teachers using Technology Education and Literacy in Schools (TEALS) will be provided.</td>
<td>4. Integrated Mathematics 1 (IM1) and Computer Science courses will be piloted at schools to incorporate the course curriculums using Bootstrap. Support for computer science teachers using Technology Education and Literacy in Schools (TEALS) will be provided.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The district will continue to select high quality physical education teachers to participate in the Common Core Institute (CCI) and the Physical Education Leadership Academy (PELA); and strategically place teachers who have completed PELA and CCI into positions of leadership by cluster to serve as mentors and support. This collaborative effort with the San Diego County Office of Education (SDCOE) will develop and highlight best practices to improve physical education across the district, which will lead to improved FITNESSGRAM scores. The Leadership</td>
<td>5. The district continued to select high quality physical education teachers to participate in the Common Core Institute (CCI) and the Physical Education Leadership Academy (PELA); and strategically placed those teachers that completed PELA and CCI into positions of leadership by cluster to serve as mentors and support. This collaborative effort with the San Diego County Office of Education (SDCOE) developed and highlighted best practices to improve physical education across the district, which led to improved FITNESSGRAM scores. The Leadership</td>
<td></td>
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</tbody>
</table>
Leadership Academy will emphasize maximizing physical activity during class, perfecting performance based assessment, instructional strategies for student-centered learning, and meeting the needs of all students, including target populations.

<table>
<thead>
<tr>
<th>Action 2.4.a.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planned Actions/Services</strong></td>
</tr>
<tr>
<td><strong>Instructional Resources and Materials - All Students</strong></td>
</tr>
<tr>
<td>1. The district will continue to identify and provide standards-aligned culturally relevant instructional materials and resources. Capacity builder training in English Language Arts (ELA) around unit development with schools in coaching cycles will be offered.</td>
</tr>
</tbody>
</table>
| -Capacity building of culturally responsive practices through the creation and sharing of information on individualized Culturally Responsive Practices Programming Google Classroom | -Creating and sharing of Culturally Responsive Practices Toolkit provided to educators and staff to support staff in supporting students and families with culturally relevant and responsive practices. | -Culturally relevant curriculum shared with English Language Arts and HSS teachers | -
San Diego Unified School District

to support the framework for culturally responsive teaching practices.
Identity based curriculum modules developed with a focus on CA Common Core Content Standards as well as the Social Justice standards to develop agency and efficacy with culturally relevant curricula. Curriculum has been taught in 16 schools to over 500 students throughout the district as part of the year 2 pilot program. Modules created for instruction of grades 3-12, using the following modules:
- LGBTQIA+ History
- "Bayard Rustin"
- "Don’t Ask, Don’t Tell"
- "The Lavender Scare"
- "Stonewall Riots"
- Black.
- "Loving vs. Virginia"
- "Take a Knee to Take a Stand"
- "Rodney King & the LA Riots"
- "Black Lives Matter"
- Herstory
- "Say Their Names"
- "Unstoppable"
- "Who Needs a Shero"
- "Men Made the Rules"
- LatinX Presence and History
- "Undocumented"
- "East LA Blowouts"
- "Art Movement"
- "Braceros"
- It’s Lit Jr.
2. The Instructional Technology Department will continue to work with schools on digital device needs. New devices will be purchased for any additional i21 Classrooms for reasons such as increased enrollment at sites.

3. Schools interested in pursuing a 1:1 device take home program will have access to a supportive website to determine site readiness including a timeline and key elements such as building a common vision, planning and resource allocation, professional development and family and community outreach.

---

- "Transgender Children in the Boy Scouts"
- "The Border Crossed Them"
- "For Their Lives"

2. During the 2018-2019 school year the Instructional Technology Department continued to support sites with devices needs. The department met with several principals to assess current equipment, evaluate needs and plan for future growth as well as professional learning for teachers. In addition to supporting sites with needed equipment, the Instructional Technology Department is supporting the early adopter rollout of new i21 suites (interactive display, document camera and sound system) where they assess teacher need and are developing materials and resources to support the larger rollout planned for the summer of 2019.

3. Schools following a 1:1 take home program have access to a supportive website with planning documents, support videos, parent presentations and ideas for moving staff toward a blended learning environment. School sites accessed permission slips, documentation forms and other information to maintain the 1:1 program.

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**Action 2.4.b.**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
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</thead>
<tbody>
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</tbody>
</table>
Instructional Resources and Materials – English Learners, Foster Youth, Low Income
1. Library services will continue to be offered to meet the needs of English Learners (EL), Foster Youth (FY) and Low Income (LI) students.

Instructional Resources and Materials – English Learners, Foster Youth, Low Income
1. Library services were offered meet the needs of English Learners (EL), Foster Youth (FY) and Low Income (LI) students.

<table>
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</tr>
</thead>
</table>
| **Additional Support for English Learners**
  1. The district will continue to provide, refine, and monitor Grades K-12 English Learner (EL) course placement and pathways, including Structured English Immersion (SEI), dual language/biliteracy, and Advanced Placement (AP). Adelante Instructional implementation support with the English Language Instructional Resource Teacher (ELIRT) team will be expanded for Grades 4-6. Adelante will be adopted as the Grade 6 Spanish Language Arts (SLIM) curricular resource. The Office of Language Acquisition (OLA) will continue to collaborate with the Office of School Innovation and Integrated Youth Services to support English Learners (EL) enrolling in and passing AP courses. | **Additional Support for English Learners**
  1. Supports for Dual Language schools and English Learner (EL) coursework continues to be developed and refined. Office of Language Acquisition (OLA) supported schools and teachers with the implementation of the Benchmark curricular resources through classroom support cycles and through professional development. OLA collaborated with counselors from the Office of School Innovations, and with IT for appropriate EL placement and aligned courses to support multilingualism. Principals serving Dual Language schools participated in the Dual Language principal network to guide Dual Language pathways. This year the principals developed a teacher tool to monitor student progress in English Language Arts (ELA) and Mathematics three times a year for grades TK-8, tailored to 50:50 model and 90/10 model. SLIM Supports provided professional development five times a year. | $5,165,399 LCFF S/C | $5,026,714 LCFF S/C |

See action 1.8.b.

See action 1.8.b.
2. Well-articulated English Learner (EL) programs that include access to advanced courses and learning opportunities that lead to college, career and community preparedness will continue to be provided. Adelante will be adopted in Grades K-6 Spanish Language Arts course curriculum. English Language Development (ELD) Bundles and curricular resources will continue to be translated into French/Spanish/Mandarin for Grades 1 and 2. TK-12 cluster language pathways will continue to be aligned to support multilingualism.

3. A coherent, sequential course of study from elementary to secondary for biliteracy, dual language, and world language programs will continue to be provided. Adelante curricular resources for Grades 4-6 with English Language Instructional Resource Teachers (ELIRT) will be provided to support implementation of curricular resources. Adelante will be adopted as the Grade 6 Spanish Language Arts (SLIM) course curriculum. Adelante will be adopted as the Grade 6 Spanish Language Arts (SLIM) course curriculum. English Language Development (ELD) Bundles and curricular resources will continue to be translated into French for Grades 1 and 2. TK-12 cluster language pathways will continue to be aligned to support multilingualism.

4. The Academic Language Development (ALD) course will be supported at the middle and high school levels for Long Term English Learners (LTEL) by utilizing the Critical Concepts and English Language Development (ELD) Bundles. The Office of Language Acquisition (OLA) English Language Development Instructional

2. OLA continued to support schools and teachers with the implementation of Benchmark Adelante curricular resources through cycle support and professional development. In an effort to continue to develop and build multilingualism, Spanish materials were made available for Science 6-8 and STEM Scopes; this is building on the Spanish History class Impacto.

3. Benchmark curricular resources support the course of study for grades TK-6. District documents such as English Language Development (ELD) bundles and other curricular support materials such as Kindergarten STEAM units continue to be translated. The cluster language pathway conversations continue as the language program continues to grow.

4. The Academic Language Development (ALD) professional development was offered five time through Electronic Register Online (ERO). ELD Bundles professional development was offered at various secondary sites.
Specialists (central office secondary team) will support selected middle schools professional development opportunities through Electronic Registration Online (ERO) and online resources. Long Term English Learners (LTEI) will receive targeted Academic Language Development (ALD) courses with support from OLA.

5. The Office of Language Acquisition (OLA) will continue to implement a strategic plan for Pre-K - Grade 3 language instruction pathways (e.g., English Learner [EL] grade level goals, biliteracy and dual language instructional programs) through area meetings with site administrators and community cluster meetings to gather input and feedback on pathway development, and discussions to set the preconditions for selected elementary and middle schools to increase and strengthen biliteracy and dual language pathways. OLA will work with principals of dual language programs/schools to implement their vision/goals for bilingualism and common assessments. In partnership STEAM/Project Lead the Way Dual Language schools, OLA will work with sites to develop tailored language allocation plans to support the language model offered the site (90:10 or 50:50).

5. In an effort to build and strengthen language pathways, the Office of Language Acquisition (OLA) leveraged Dual Language site administrators, through the Dual Language Principal Network, to project, foster community support, and give feedback on an appropriate trajectory. The Dual Language Principal Network in collaboration with OLA engaged in dialogue on topics such as vision, student progress monitoring, and assessment. OLA supported each site with language allocation plans in consideration to site context.

### Action 2.6.

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
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<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
### Instructional Programs and Services for Students with Disabilities

1. The Special Education Division will continue its emphasis on providing quality professional development opportunities for both certificated and classified staff to build capacity for providing high quality instructional opportunities for students with disabilities. Central office resource teachers and administrators will continue their work in support of the coaching and learning cycles at school sites to provide targeted feedback on best practices for students with disabilities to teachers, administrators, and Professional Learning Communities (PLC).

2. The district will continue to review the most appropriate course options, particularly for secondary students with disabilities, to improve graduation rates.

3. The district will increase training and support for Individual Education Plan (IEP) required Transition Plans, including the linkage of those plans to student educational programming.

### Instructional Programs and Services for Students with Disabilities

1. The Special Education Division provided over 60 different district trainings as well as cluster and site based training. The Special Education Division also encouraged all teachers to participate in the student centered coaching cycle which benefited all students including students with disabilities. The division also purchased and are training teachers in curriculum for both our Mod/severe program and our Deaf and Hard of Hearing (DHH) program.

2. The district met as a committee to create goals for next year to support high schools with course options. The committee will be meeting with Instructional Cabinet monthly to support improvement of graduation rates and ensure access.

3. The district provided training and support to all high school case managers regarding transition plans and the requirements for these plans.

### Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions and services were implemented and served as additional building blocks for the district’s work over the past six years to ensure all students have access to broad and challenging curriculum. Including information gleaned from implementation gained in 2018-19, the district will...
focus its efforts in LCAP Goal 2 – Access to Broad and Challenging Curriculum.

In 2018-19 the district piloted select middle and high schools to launch Always Be Learning (ABL) a tool to assist in the development of master schedules. This partnership proved to be very successful and effectively supported pilot sites ability to build student centered master schedules. Due to the success of these efforts we tripled the number of sites using the tools. ABL provides schools the ability to cohort students with ease and enables our secondary schools to meet our master schedule expectations. The district continued to closely monitor the development of master schedules for all secondary schools.

In addition to the core content areas, the district continues its focus on enhancing and extending learning opportunities to provide students with a broad and challenging curriculum. In 2018-19 the district continued to implement civics literacy through the integration of the six proven practice of civic education: Ensuring that students are engaged in curriculum and instruction that promotes thinking critically, collaborating, developing research skills, assessing and synthesizing information, and presenting coherent arguments based on data. The District’s, Council of ASB Presidents and Student Equity Ambassador Program ensure that student voices are heard at the school level and also in the broader community. These “for the students, by the students” initiatives and engagement bring student-driven ideas to SDUSD Board Meetings, School Site Council meetings, and even to City Hall. In partnering with Moxie Foundation on a program, “Generation Citizen”, an action civics project that has been piloted in Clairemont High School, and has now expanded to Hoover High and Serra High. Through action civics and partnership with the site teachers, students learn to debate, research, take action, and present in a real world setting at civics day. The goal is for the students to remain real work citizens after participating in this program.

Partnerships with the USS Midway, San Diego Zoo, Raytheon, the Maritime Alliance and others continued in 2018-19. As a result of these partnerships, all Grade 8 and high school pathway students had the opportunity to engage in at least one off-campus, work-based learning experience.

Visual and Performing Arts (VAPA) are integral to access to broad and challenging curriculum. The five goals of the Strategic Arts Plan remain constant: resources, curriculum, professional development, arts focus schools, and community outreach and engagement. The district will continue to implement this plan to promote artistic literacy, innovation, creativity and excellence in visual and performing arts instruction by providing a standards-based, sequential TK-12 arts experience for all students. In the districts work to increase participation and widen the offerings for students in the VAPA pathway the VAPA department has added partnerships including, Educational Theatre Association (Jumpstart Theatre), Mesa College, Diversionary Theatre and added depth to the partnership with SD Children’s Choir, Cynet Theatre and the Old Globe.

In partnership with the visual and performing arts foundation, in 2018-19:
- Approx. $27,000 was distributed to district teachers for arts enrichment
- Two new cluster arts festivals were held at CPMA and Bell Middle School
- Four arts field trips for over 150 high school arts students to UC San Diego
- A new composition was collaboratively written for UCHS Band and premiered in a partnership with Copland House
- Four honor concerts were produced for over 400 student musicians

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
The district’s strategies continue to achieve considerable success providing more students opportunity and success in a broad and challenging Curriculum. The percentage of graduates achieving grades of C or higher on UC/CSU ‘a-g’ coursework ticked up slightly to 69.9% in 2018, about 10 points above the baseline for this LCAP cycle. A higher percentage of 2018 graduates (9%), compared to 2017, earned the Seal of Biliteracy on their diplomas, recognition that the district provided more opportunities for students to demonstrate proficiency in more than one language. More entering seniors in 2018-19 (79%) were on track to graduate based on completing the breadth of ‘a-g’ courses prescribed by district graduation requirements. Relatedly, the percentages of secondary students earning D and F grades in first semester courses at nearly all grade levels declined in 2018-19 compared to the prior year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action/Service 2.2: Increase in restricted funding sources (i.e. carryover from Title, CTEIG award, etc.). Otherwise, increase in teachers supporting CCTE courses.
Action/Service 2.3: Increase in contracted services at school sites within site allocations.
Action/Service 2.4: Decrease in spending of lottery funds, which will carry over to future years.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Actions/Services 2.1., 2.2.a., 2.2.b., 2.3., 2.4.a., 2.5., and 2.6 have been modified for 2019-20:

2.1.2 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
2.1.4 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
2.1.6 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
2.1.7 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
2.1.8 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
2.1.9 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
2.2.a.2 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
2.2.a.6 Has been revised; the College Block Grant has no new funding 2019-20.
2.2.b.1 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
2.2.b.3 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
2.3.1 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
2.3.2 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
2.3.3 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
2.4.a.1 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
2.4.a.3 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
2.5.2 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
2.5.3 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
2.5.4 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
2.5.5 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
2.6.1 Has been revised; coaches will be working with all students with support from the Special Education Division in 2019-20.
2.6.2 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
Goal 3

**Quality Leadership, Teaching and Learning:** Effective leadership and teaching is evident system-wide with a unifying vision that equips and empowers all stakeholders to provide optimal student learning opportunities and outcomes.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2  
Local Priorities: Vision 2020 - Quality Leadership, Teaching, and Learning

### Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of fully credentialed teachers: 98%</td>
<td>97.6%</td>
</tr>
<tr>
<td>Rate of teacher miss-assignments: 0.01%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Teachers provide instruction aligned to the California state standards, including EL access to ELD and state standards, as measured by annual principal affidavit. (Average scores where Exploration and Research Phase = 1; Beginning Development = 2; Initial Implementation = 3; Full Implementation = 4; and Full Implementation and Sustainability = 5)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA – 4.7</td>
<td>ELA – 4.3</td>
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</tr>
<tr>
<td>ELD - 3.8</td>
<td>ELD – 3.2</td>
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<tr>
<td>Math – 4.7</td>
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<td>CTE – 3.7</td>
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<td>VAPA – 3.7</td>
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</tr>
<tr>
<td>World Lang – 3.8</td>
<td>World Lang – 3.8</td>
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</tr>
</tbody>
</table>
## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 3.1.a.

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
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</thead>
</table>
| **Acquire, Develop, and Retain Classroom Teachers, Certificated Support Personnel, and Site Administrators - All Students, Students w Disabilities, African American, Latino**<br>The district will continue to increase the size, stability, and quality of the teacher applicant pool through targeted outreach and support, such as:<br>1. Recruitment events hosted by colleges and universities with large percentages of minority students.<br>2. Offering early employment contracts to high quality, diverse candidates in hard-to-staff areas (Math, Science, and Special Education). In addition, Human Resource Services will improve communication with these candidates in the period between the offer of employment and the start of the work year to ensure candidate retention prior to the placement in the assignment.<br>3. Continuing to build partnerships with military institutions to hire veterans and their spouses into the fields of teaching and educational support. Services will be refined<br> | Acquire, Develop, and Retain Classroom Teachers, Certificated Support Personnel, and Site Administrators - All Students, Students w Disabilities, African American, Latino<br>The district continued to increase the size, stability, and quality of the teacher applicant pool through:<br>1. The district continues to leverage the use of technology to recruit diverse candidates from across the country. From 2017-18 to 2018-19 the district increased the number of diverse applicants for American Indian or Alaskan Native, Hispanic or Latino, Black or African American, and Native Hawaiian or other Pacific Islander.<br>2. The district continues to offer early contracts to diverse candidates in hard-to-staff areas (Math, Science, and Special Education).<br>3. The District continue to partner with military institutions to hire veterans and their spouses. The percentage of applicants from the military has more than doubled<br> | $465,308,261<br>LCFF Base<br>$14,300,000<br>Other - Other Unrestricted<br> | $463,218,743<br>LCFF Base<br>$14,300,000<br>Other - Other Unrestricted<br>
to include the development of a process to identify, directly access, interview, and hire candidates who are transitioning from military service and monitor retention after hire.

4. Exploring partnerships and programs that support the development of apprenticeship and internship opportunities for district students to enter the field of education. Human Resource Services, the Office of School Innovation and Integrated Youth Services, and the Teacher Preparation and Support Department will develop a process to interview, onboard and hire candidates into paraprofessional, tutoring or other student centered employment opportunities that will allow teacher pipeline candidates to work in the field of education while completing their undergraduate and credential programs. A College, Career and Technical Education (CCTE) pathway for educational careers focused on secondary education will explored.

5. Regularly monitoring potential barriers to initial and continued employment of diverse candidates. Human Resource Services will begin developing a process to track retention data and monitor retention efforts and share the information with other departments. The work will include a deeper collaboration between central office, school sites and departments as retention is often linked to the employee’s day-to-day work experiences.

6. Continuing to convene the Teacher Pipeline Advisory Committee to monitor and analyze data to determine needs of candidates in all stages and programs of the from 2017-18 to the 2018-2019 school year.

| 4. This year, the Human Resource Service and Special Education Divisions partnered with the San Diego County Office of Education and other local districts to offer low to no cost internship programs to diverse candidates who wish to enter the field of education. The Human Resource Services, Leadership and Learning, and the Teacher Preparation and Support Department continue to develop the apprenticeship and paraprofessional pipelines for educators. |
| 5. Regularly monitoring potential barriers to initial and continued employment of diverse candidates. The development of the retention process continues to be developed. |
| 6. The District continued to convene the Teacher Pipeline Advisory Committee and remains committed to the |
pipeline; identifying data tools and collection responsibilities; collaborating with outside partners on input and analysis; and disseminating and using data to improve recruitment efforts. The San Diego Education Association (SDEA) will continue to be a partner and engage in conversations with the Teacher Pipeline Advisory Committee.

7. Engaging in partnerships with other large urban districts to promote the field of education and work toward national solutions to the teacher shortage and developing a purposeful plan to market education as a premier profession.

8. Collaborating with district departments to build early interest in, and capacity for, teaching by strengthening existing pre-collegiate programs and recruiting district students to the field of education.

7. The District continues to engage in partnerships with other large urban districts to promote the field of education and work toward national solutions to the teacher shortage and developing a purposeful plan to market education as a premier profession.

8. The Human Resource Services, Leadership and Learning, Special Education and the Teacher Preparation and Support Departments continue to collaborate in order to strengthen our existing programs and recruitment strategies.

### Action 3.1.b.

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
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<tbody>
<tr>
<td>Acquire, Develop, and Retain Classroom Teachers, Certificated Support Personnel, and Site Administrators - English Learners, Foster/Homeless Youth, Low Income Students</td>
<td>Acquire, Develop, and Retain Classroom Teachers, Certificated Support Personnel, and Site Administrators - English Learners, Foster/Homeless Youth, Low Income Students</td>
<td>$ 713,558 LCFF S/C</td>
<td>$ 946,632 LCFF S/C</td>
</tr>
</tbody>
</table>
1. The district will continue to increase the size, stability, and quality of the teacher applicant pool through targeted outreach and support, such as:
   a. Working with universities to assign student teachers to schools with large numbers of English Learners (EL), homeless/foster, and Low Income (LI) youth.
   b. Bilingual educator events.
   c. Streamlining the application process to be more informative and user-friendly.
   d. Leveraging technology within the application management system to more effectively identify and prioritize candidates for interview and selection.

1. The District maintains its commitment to the acquisition, development and retention of high quality staff including, Classroom Teachers, Certificated Support Personnel, and Site Administrators.
   a. The Human Resource Services, Leadership and Learning, and the Teacher Preparation and Support Department continue to work with universities to assign student teachers to schools with large numbers of English Learners (EL), homeless/foster, and Low Income (LI) youth.
   b. Bilingual educators were recruited through a number of varied sources ensuring classrooms received high qualified staff.
   c. The application process continues to increase in effectiveness as the District increased the number of applications by nearly 20% from 2017-18 to 2018-19. This increase included an approximate 2% increase for both Hispanic or Latino and Black or African American categories.
   d. See 1.c. above.

### Action 3.2.

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<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
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</thead>
<tbody>
<tr>
<td>Develop Capacity of Beginning Teachers and Teachers in Need of Support - All Students</td>
<td>Develop Capacity of Beginning Teachers and Teachers in Need of Support - All Students</td>
<td>$2,375,949 LCFF Base</td>
<td>$1,080,733 LCFF Base</td>
</tr>
</tbody>
</table>
1. The district will continue to provide a Peer Assistance and Review (PAR) program.

2. The district will continue to collaborate with local colleges and universities to ensure effective preparation of interns and student teachers. Full implementation of the district’s new student teacher/master teacher protocol will continue to increase collaboration between college/university partners in the distribution of student teachers. Student teachers will receive a quality experience from university trained master teachers.

1. The Teacher Preparation and Support Department provided Peer Assistance and Review support to 26 teachers in classrooms ranging from TK-12 and also Mild/Moderate and Moderate/Severe Special Education settings.

2. The Teacher Preparation and Support Department collaborated with eleven university partners to identify and provide 331 student teaching placements throughout the district. On November 6, 2018 the Teacher Preparation and Support Department held their annual partnership meeting with the university partners to review the new placement procedure and receive feedback. Departmental staff went out to university locations to conduct 1:1 meetings to better understand the program designs and requirements while also communicating the district’s staffing needs for their recruitment. The Student Teaching Program sent out a survey to university partners in May 2019 and received high satisfaction responses for the quality of the district identified master teachers. The Intern Support Program provided 1:1 support to 71 interns and Short Term Staff Permit classroom teachers at schools throughout the district from TK -12 and adult education. 79% of the intern teachers were in special education: Early Childhood Special Education, Mild/Moderate & Moderate/Severe at elementary, middle, high school and in the specialized settings at Whittier and the TRACE Program. The other 21% of the interns were in general education content areas: math, science, world languages, and music.

| $984,883 | Other - Title II |
| $1,248,621 | Other - Title II |
| $98,100 | Other - Restricted |
3. The district will identify a program partner to provide an induction program for probationary and permanent teachers.

3. The Program Manager and Induction Coordinator within the Teacher Preparation and Support Department researched multiple program partners and established formal partnerships with UC San Diego Extension and the San Diego County Office of Education (SDCOE). 164 Permanent and Probationary teachers qualified and participated in the district sponsored Induction Programs provided by our partners at an approximate cost of $318,000 for the 2018-2019 academic year.

### Action 3.3.

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<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
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</table>
| **District Systems to Develop Instructional Capacity - All Students**  
1. The district will continue to provide professional development in the core content and early learning areas. | **District Systems to Develop Instructional Capacity - All Students**  
1. The Early Literacy and Language Acquisition (ELLA) provided trainings for approximately 400 teachers in the following areas: (1) High Leverage Reading Strategies (GVC for TK-1 teachers of reading), (2) High Quality Preschool Instruction, and (3) Supporting Middle School Novice Readers.  
2. In efforts to strengthen Professional Learning Communities (PLCs) the district focused first on ensuring that sites had both common units of study and common assessments. This focus led the district to the realization that Guaranteed Viable Curriculum and units of study needed to be strengthened. Common formative assessments are the cornerstone for effective PLCs. The district set out to | $63,157 LCFF Base | $98,387 LCFF Base |
| | | $1,096,608 Other - Title II | $1,232,518 Other - Title II |
| | | $158,867 Other - Restricted | |
3. Area Superintendents will continue to focus professional learning and instructional visits on district equity levers (literacy, collaborative team teaching, meaningful assessment, meaningful engagement, and relational leadership) and Integrated Multi-Tiered Systems of Support (I-MTSS) aligned across school and district settings.

4. Professional development to build site capacity in mathematics and literacy will continue. The English Language Arts (ELA) and Mathematics Coaching Cycles will continue.

5. The Office of Language Acquisition (OLA) will continue to provide site and cluster-level support and learning opportunities through collaboration with Common Core Cluster Support Teachers to develop a multiple year plan for developing units of study and common assessments for English, Math, and Science with can be used district-wide. History unit development will begin during the 2019-20 school year.

3. The district conducted four Institutes and four leadership labs which focused on the Marzano’s Levels of High Reliability Schools (Safe Collaborative and Inclusive Cultures, Effective Teaching in Every Classroom, Guaranteed and Viable Curriculum, Standards Referenced Reporting, and Competency-Based Education) and Integrated Multi-Tiered Systems of Support (I-MTSS).

4. Professional development to build teacher and administrator capacity has occurred through coaching cycles site professional development, network retreats and through PLC support. Elementary coaching cycles have included the development of language targets derived from the ELD bundles to ensure students have support and scaffolds for language development through literacy. English Language Arts and Mathematics Coaching Cycles at the secondary level continued with an emphasis on the implementation of Guaranteed and Viable Curriculum.

5. Integrated teams, coaching cycle teams, provided language by designing language targets along with learning targets. Language targets supported ELs as well as other students focus on academic language. Elementary math team provided training for paraprofessionals to support Number Talks. The training engaged participants in...
San Diego Unified School District

(CCCST), English Language Instructional Resource Teachers (ELIRT), paraeducators and other district staff. ELIRTs will provide professional development to build staff understanding of English Language Development (ELD) Standards and proficiency scales.

hands on learning with discussion and dialogue with the benefits of students making meaning of mathematics.

### Action 3.4.

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<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
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</thead>
<tbody>
<tr>
<td><strong>Develop Leadership Capacity - All Students, Students w Disabilities, African American, Latino</strong></td>
<td><strong>Develop Leadership Capacity - All Students, Students w Disabilities, African American, Latino</strong></td>
<td>$1,582,131 LCFF Base</td>
<td>$2,477,050 LCFF Base</td>
</tr>
<tr>
<td>1. Area Superintendents and school leaders will continue ongoing and continuous professional learning focused on strengthening Tier 1 instruction (equity levers/priority standards and proficiency scales) and Integrated Multi-Tiered Systems of Support (I-MTSS). Continued focus will be placed on supports while lifting the strategic planning process with an emphasis on providing a guaranteed and viable curriculum aligned to critical concepts and proficiency scales in all core content areas. Principals will learn the process of interrupting mindsets and systematic behaviors that have contributed to lower achievement rates, graduation rates and higher numbers of D’s and F’s for students.</td>
<td>1. Professional learning was ongoing and present at both Principals’ Institutes and Principals’ Leadership Lab. Pilot schools in I-MTSS and supporting sites with developing/strengthening their I-MTSS systems. Area Superintendent monitoring and supporting Principal/Site Strategic Plan on daily instructional site visits focusing on the implementation of a Guaranteed Viable Curriculum, T1 standards-based instruction (based on the Critical Concepts/Proficiency Scales, CCSS) with feedback, and coaching next steps with principals. Quarterly data monitoring of student data with Area Superintendent and Principals to discuss patterns, trends and celebrations. Principals shared best practices from</td>
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</table>
with disabilities, African American and Latino students.

2. Area Superintendents will ensure that high schools receive intensive support in Professional Learning Community (PLC) development and principal leadership. Student centered coaching cycles at the secondary level will be redesigned to leverage the implementation of a guaranteed and viable curriculum and to increase effectiveness. Focus will continue to be placed on strengthening PLCs that are data driven and responsive to student learning with an added focus on Integrated Multi-Tiered Systems of Support (I-MTSS).

3. The district will continue to provide differentiated leadership supports to principals to improve student/staff relationships, school climate, and academic success.

4. Professional development and capacity building will focus on utilizing the priority standards, proficiency scales, and best practices in planning and delivering instruction for English Learners (EL), colleagues to improve student outcomes by reducing D’s and F’s and 1’s and 2’s on the report cards for students with disabilities, African American and Latino students.

2. High School, Area Superintendent in conjunction with the Office of School Innovation and Integrated Youth Services ensured high schools received intensive support in Professional Learning Community (PLC) development and principal leadership. Student centered coaching cycles at the secondary level were redesigned to leverage the implementation of a guaranteed and viable curriculum and to increase effectiveness. Focus will continue to be placed on strengthening PLCs that are data driven and responsive to student learning with an added focus on Integrated Multi-Tiered Systems of Support (I-MTSS).

3. Principals attended Principals’ Institutes and Principals’ Leadership Labs that were differentiated in the afternoons for principals to self-select areas to continue to strengthen their Strategic Plan for creating and maintaining a positive, inclusive and safe culture. Each Area Superintendent determined focus schools who received differentiated site visits based on site specific needs. These sites were visited more frequently to support principals to improve student/staff relationships, school climate, and academic success.

4. Four elementary English Language Arts (ELA) capacity building/unit planning sessions were held between September 2018 and May 2019, including 22 schools, 105 teachers and administrators. Sessions
African American, Latino, and students with disabilities. A guaranteed and viable curriculum will be in place at all schools. Schools will use Professional Learning Communities (PLC) to develop further units and common formative assessments.

5. The district will continue to collaborate with the San Diego Education Association (SDEA) to develop a professional growth system for educators. Selected schools will pilot the growth and development system with teachers who volunteer to participate.

6. Professional development offered through the Special Education Division will continue provided support in aligning curricular resources, developing units with learning goals and targets, planning pre and post assessment, and planning for ongoing formative assessment. In addition, scope and sequence planning sessions were provided in September 2018. Teachers and administrators were supported in aligning curricular resources and developing a scope and sequence for the school year.

5. During the 2018-19 school year the district was able to continue partnership between SDUSD and SDEA. A Year 1 pilot was implemented for 26 schools and 156 educators. In partnership, educators worked with administrators to design a “My Plan for Growth and Development” where they designed goals based on the California Standards for the Teaching Profession (Area 1 and 6), created a measure to support their growth, as well as a reflective process throughout the year to monitor their growth and development. Four full day opportunities for training were offered to all educators including and initial training overview, a goal writing retreat, a multiple measure retreat, and an end of year reflection retreat with a celebration. Individual site support was provided and multiple opportunities for ongoing feedback from participants in order to enhance the development of our growth and development system. Finally, we were able to begin the initial design of our growth and development process for our non-classroom educators and our educators who may need greater support through their professional growth.

6. The special education division offered
<table>
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<tr>
<th>to focus on best practices for English Learners (EL) with disabilities, and will include ongoing data review and monitoring/support systems for African American and Latino students.</th>
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<tr>
<td>7. Support for high school administrator professional development will be differentiated by need as measured by implementation of the essential elements and solution seeking process.</td>
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<td>over 60 professional development trainings with multiple dates for each training.</td>
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<td>7. Principal institutes for high school principals were focused on enabling leaders to actualize their own strategic plans. Principals learned how to develop Professional Learning Plans directly linked to their plans and the leadership disposition, habits of minds and leadership actions needed to lead improvement efforts. They learned change management theory and studied how successful leaders are effectively leading transformational work through case studies and site leader presentations. Principals were given time to reflect on the progress they are making and what adjustments need to be made to their root cause analysis and plans.</td>
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<td>Most high school strategic plans focused on improving math instruction. Therefore, the district launched a multiple year inquiry on strengthening math instruction. The district partnered with Dr. Patrick Callahan and provided four professional development opportunities for Principals, vice principals and teacher leaders through our Leadership Labs. These trainings focused on access, rigor, engagement strategies, assessing for learning and grading.</td>
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Action 3.5.

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<tr>
<th>Planned Actions/Services</th>
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<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development - Standards, Instruction, and Support - All Students, Students w Disabilities, GATE</td>
<td>Professional Development - Standards, Instruction, and Support - All Students, Students w Disabilities, GATE</td>
<td>$708,607 LCFF Base</td>
<td>$742,923 LCFF Base</td>
</tr>
<tr>
<td>1. Schools will continue to develop, monitor and adjust their Capacity Building Plan through the school year, with continued emphasis on strengthening professional development at each site, in each department for all teachers and students, and a focus on improving the Professional Learning Community (PLC) process from an inquiry based approach.</td>
<td></td>
<td>$3,419,712 Other - Title I</td>
<td>$3,063,881 Other - Title I</td>
</tr>
<tr>
<td>2. Common Core Cluster Support Teachers (CC CSTs), the Early Learning and Language Acquisition (ELLA) team, and Special Education project resource teachers, and paraeducators will collaborate and work alongside principals, teachers, and school staff to build capacity around priority standards, proficiency scales and student-centered practices, and state Common Core, Next Generation Science Standards (NGSS), and other content areas.</td>
<td>2. The Early Literacy and Language Acquisition (ELLA) Team developed a Guaranteed Viable Curriculum (GVC) of high leverage reading strategies to support teachers of reading in grades TK-1. These strategies support teachers understanding of, capacity to deliver and differentiate reading strategies in order to improve reading outcomes for all children. English Language Arts (ELA) Elementary Coaching Cycles focused on providing opportunities for teachers to become familiar with the Critical Concepts by aligning them to reading behaviors and using them to create learning goals and targets. Student-centered instructional practices were selected to support students in achieving mastery towards the learning goals and targets. Network Retreats supported teachers involved in the coaching cycles to make connections.</td>
<td>$1,374,836 Other - Title II</td>
<td>$3,729,598 Other - Title II</td>
</tr>
</tbody>
</table>
3. Special Education central office resource teachers and administrators will continue to work with Area Superintendents on learning cycles, with emphasis on students with disabilities. Education specialists will be engaged in English Language Arts (ELA) coaching cycles.

4. The district will continue to provide the RELY (resource library) and online professional development modules to support teaching and learning. Curricular resources will continue to be developed around Critical Concepts with built out Units, and the latera upload will continue.

5. The Office of Language Acquisition (OLA), in collaboration with the Special Education Division, will provide supports and training that includes utilizing the priority standards and proficiency scales for setting learning and language targets for students for special education teachers, paraprofessionals, and support staff that teach students with special needs, including students with disabilities, English Learners (EL) and Gifted and Talented (GATE) students throughout the school year.

| 3. Special Education central office resource teachers and administrators will continue to work with Area Superintendents on learning cycles, with emphasis on students with disabilities. Education specialists will be engaged in English Language Arts (ELA) coaching cycles. | between critical concepts, student-centered instructional practices, and balanced literacy. Elementary ELA Capacity Builder workshops supported teachers and principals in developing units based on the Critical Concepts. |
| 4. The district will continue to provide the RELY (resource library) and online professional development modules to support teaching and learning. Curricular resources will continue to be developed around Critical Concepts with built out Units, and the latera upload will continue. | 4. Elementary ELA added to RELY a Year at a Glance with updated pacing and suggested book lists for grades 2 through 5 aligned to the Critical Concepts. The ELLA Team has added abundant resources to the RELY library and the ELLA Website including: High leverage reading strategies, resources for families, videos of effective practice, PowerPoints of professional learning, planning tools (e.g., year at a glance, mini-lessons, lesson planning templates), and preschool resources. |
| 5. The Office of Language Acquisition (OLA), in collaboration with the Special Education Division, will provide supports and training that includes utilizing the priority standards and proficiency scales for setting learning and language targets for students for special education teachers, paraprofessionals, and support staff that teach students with special needs, including students with disabilities, English Learners (EL) and Gifted and Talented (GATE) students throughout the school year. | 5. Office of Language Acquisition (OLA), in collaboration with the Special Education Division designed lessons using Universal Design for Learning (UDL) strategies to provide access to priority standards to support students with access within the lessons. Lessons were implemented through the mathematical practices when students were expected to use manipulatives, tools, and visual representations to demonstrate mathematical understanding. UDL and language supports were embedded into |
6. The Special Education Division will continue its emphasis on providing quality professional development opportunities for both certificated and classified staff to build their capacity for providing high quality instructional opportunities for students with disabilities. Paraprofessional training will continue to focus on building capacity for both academic and behavioral support.

7. (Completed 2017-18.)

8. Math Common Core Resource Teachers will provide professional development to teachers and principals at selected sites to build capacity in mathematics instruction.

9. English Language Instructional Resource Teachers (ELIRT) will collaborate and work alongside principals, teachers, and school staff to build capacity around Critical Concepts and English Language Development (ELD) Bundles (a user friendly summary of the CA ELD Standards). ELIRTs will replicate the Elementary English Language Arts (ELA) Math Designated ELD structure. Education specialists and paraprofessionals were encouraged to join full day collaborations, classroom coaching sessions, and participate with coaching cycles.

6. The special education division offered over 60 trainings with multiple dates for each training. Multiple trainings for both certificated and paraprofessionals. We work with school sites and the para union to design these trainings. We also offer trainings that are site specific or cluster specific based on needed. We also meet often with special education staff to train and support at each site on a weekly sometimes daily basis.

7. (Completed 2017-18.)

8. Math Common Core Resource Teachers provided professional development to teachers and principals at selected sites and through Electronic Registrar Online (ERO). Specialized coaching cycles were implemented at the research team middle level and high school sites under the guidance of Patrick Callahan to build capacity in mathematics instruction using baseline data and formative assessments.

9. The Adelante Instructional Resource Support Cycles provide classroom teacher with a curricular resources coach. The English Language Instructional Resource Teachers (ELIRT) works side by side teachers to co-teach, plan, and differentiate support using the Benchmark materials.

(Adelante site support cycle launch presentation, grade 2 Benchmark Adelante Advance). The Office of Language Acquisition also supports Dual Language
coaching cycle alignment of Critical Concepts to the English Language Development (ELD) Bundles for TK-12. Replication of the alignment process will expand to support the Adelante curriculum.

10. The content of professional development will support the effective implementation of the priority standards, proficiency scales, Critical Concepts and the English Language Development (ELD) Bundles which include California English Language Arts (ELA)/English Language Development (ELD) Framework. Support to sites around alignment of Critical Concepts and Unit development will be provided through capacity builders. The availability of the ELD Bundles in Spanish and French will be expanded.

11. Professional development focused on Integrated and Designated English Language Development (ELD) will be available to district personnel including administrators, classroom teachers, English Language Instructional Resource Teachers (ELIRT), and paraeducators with a focus on unpacking the ELD Standards and using them with the Critical Concepts to develop Language Goals and Language Targets. Specialized professional development will be provided for teachers and staff serving newly arrived students to the United States. Professional learning opportunities for the teaching of Integrated and Designated ELD will be expanded.

School principals with a Principal Network that meet three times a year Dual Language Principal Network November presentation. 10. Teachers and school leaders had the opportunity to develop a scope and sequence for how to teach the critical concepts across the year using current instructional resources as well as, a Year-at-a-Glance suggested pacing guide created by Common Core Cluster Support Teachers (CCCSTs) and available on RELY. Capacity builders and school leaders also had the opportunity to participate in four sessions of unit design in order to support the planning and implementation of the Guaranteed and Viable Curriculum (GVC). The ELD Bundles are located on the Office of Language Acquisition (OLA) website, in RELY, and available through site professional development.

11. Teachers and school leaders had the opportunity to develop a scope and sequence for how to teach the critical concepts across the year using current instructional resources as well as, a Year-at-a-Glance suggested pacing guide created by Common Core Cluster Support Teachers (CCCSTs) and available on RELY. Capacity builders and school leaders also had the opportunity to participate in four sessions of Unit design in order to support the planning and implementation of the GVC.
### Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

<table>
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<th>Cell</th>
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<tbody>
<tr>
<td>Describe the overall implementation of the actions/services to achieve the articulated goal.</td>
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</tbody>
</table>

All actions and services were implemented and served as additional building blocks for the district’s work over the past six years to ensure all students have access to Quality Leadership, Teaching and Learning. Including information gleaned from implementation gained in 2018-19, the district will focus its efforts in LCAP Goal 3 – Quality Leadership, Teaching and Learning.

The district continued its efforts in developing the professional growth system for educators. In partnership with SDEA in developing a growth and development model for educators that will shift in how educators develop their practice from the beginning of their careers, throughout their careers, and through the end of their careers. In 2018-19 the district in collaboration with SDEA implemented a year 1 pilot for 26 schools and 156 educators. Elementary, Middle, High, K-8 and alternative schools were included in the year 1 pilot. Educators worked with administrators to design a “My Plan for Growth and Development where they designed goals based on the California Standards for the Teaching Profession (Area 1 and 6), created a measure to support their growth, as well as a reflective process throughout the year to monitor their growth and development.

The professional growth team facilitated four full day opportunities for training all educators including and initial training overview, a goal writing retreat, a multiple measure retreat, and an end of year reflection retreat with a celebration. The team provided individual site support and multiple opportunities for ongoing feedback from participants in order to enhance the development of our growth and development system. Finally the team was able to begin the initial design of the growth and development process for the non-classroom educators and educators who may need greater support through their professional growth.

The districts continued efforts to attract quality educators was evident in the work with the teacher pipeline in 2018-19. On May 28, 2019, the district entered an agreement with Mesa College to provide an educational partnership and pathway for district students to support students aged 16 years and older interested in the teaching profession gain education at a two-year college to then transfer to a four-year college and seek employment with the district as a credentialed teacher. District and Mesa shall be recognized as a “partnership or partners” and shall be known as creating a College to Career Pathway.

The purpose of this partnership is to create a pathway with no out-of-pocket expenses for high school students to complete a Bachelor of Arts plus (B.A. +) and a teaching credential, with particular emphasis in science or math, with instruction and micro-badging opportunities for Special Education. Mesa shall aim to enroll 50 participants per year, focusing on populations matching the demography of district students, expecting a cohort of 30 to transfer to a four-year college after two years. A four-year college shall provide a pathway for students transferring from Mesa in the teacher pipeline program to work through a two-year (English Language Arts, Math, Social Studies, Multiple Subject) or three-year (Special Education, Science or other) sequence of courses for the B.A. + credential with no tuition expenses.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Recruitment of fully credentialed teachers, particularly in hard to staff subjects, continues to be a challenge for the district, a challenge also common across the state and country. Given this challenge, the district was relatively successful in placing teachers in appropriate assignments. The progress in implementing state standards, as reported by principals, remained at approximately the same levels with subjects where standards were established earlier having higher levels of implementation.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action/Service 3.1: No material difference.
Action/Service 3.2: Teacher Induction Program contract moved funding sources. Contract adjusted for payment over 2-years, instead of 1 year.
Action/Service 3.3: Primarily due to increase in Wallace Grant for school leadership.
Action/Service 3.4: Shift in reporting structure of staff.
Action/Service 3.5: Increase in restricted funds and support.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Actions/Services 3.1.a., 3.1.b., 3.3., 3.4., and 3.5. have been modified for 2019-20:
3.1.a.4 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
3.1.b.1 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
3.2.3 Action was completed in 2018-19.
3.3.3 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
3.3.4 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
3.4.5 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
3.4.7 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
3.5.1 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
3.5.2 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
3.5.3 Has been revised; coaches will be working with all students with support from the Special Education Division in 2019-20.
3.5.4 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
3.5.5 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
3.5.8 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
3.5.10 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
3.5.11 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
Goal 4

Positive School Environment, Climate, and Culture - with Equity at the Core and Support for the Whole Child: Schools provide safe and well-maintained facilities and positive learning climates and instructional practices that are culturally responsive, challenge bias, and support the academic, social, emotional, and physical needs of students.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 5, 6  
Local Priorities: Vision 2020: Positive School Environment, Climate, and Culture - with Equity at the Core and Support for the Whole Child

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
</table>
| School Climate Survey - Safety (students via CHKS and parents via CSPS):  
  Gr. 5 = 85%  
  Gr. 7 = 70%  
  Gr. 9 = 65%  
  Gr. 11= 69% |  
  Gr. 5 = 76%  
  Gr. 7 = 57%  
  Gr. 9 = 49%  
  Gr. 11= 52% |
| School Climate Survey - Caring Relationships (students via CHKS and parents via CSPS):  
  Gr. 5 = 65%  
  Gr. 7 = 39%  
  Gr. 9 = 31%  
  Gr. 11= 38% |  
  Gr. 5 = 45%  
  Gr. 7 = 28%  
  Gr. 9 = 23%  
  Gr. 11= 29% |
| School Climate Survey - High Expectations (students via CHKS and parents via CSPS):  
  Gr. 5 = 66%  
  Gr. 7 = 58%  
  Gr. 9 = 46%  
  Gr. 11= 47% |  
  Gr. 5 = 49%  
  Gr. 7 = 42%  
  Gr. 9 = 32%  
  Gr. 11= 35% |
### School Climate Survey - Meaningful Participation (students via CHKS and parents via CSPS):
- Gr. 5 = 27%
- Gr. 7 = 19%
- Gr. 9 = 16%
- Gr. 11 = 17%

<table>
<thead>
<tr>
<th>Grade</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gr. 5</td>
<td>15%</td>
</tr>
<tr>
<td>Gr. 7</td>
<td>11%</td>
</tr>
<tr>
<td>Gr. 9</td>
<td>9%</td>
</tr>
<tr>
<td>Gr. 11</td>
<td>11%</td>
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</table>

### California Parent Survey - Meaningful Engagement (return rate):
- 40% overall return rate

<table>
<thead>
<tr>
<th>Grade</th>
<th>Engagement Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gr. 5</td>
<td>30.9%</td>
</tr>
<tr>
<td>Gr. 7</td>
<td>3.7%</td>
</tr>
<tr>
<td>Gr. 9</td>
<td>9.9%</td>
</tr>
<tr>
<td>Gr. 11</td>
<td>11%</td>
</tr>
</tbody>
</table>

### Suspension Rate:
- 3.5%

### Number of Expulsions:
- 60

### Student attendance rate:
- 96.05%

### Chronic absenteeism rate:
- 9.5%

### Facilities Inspection Tool (percent at good or better):
- 100%

### School Safety Plan:
- 100%

### Actions / Services
Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

#### Action 4.1.a.

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Provide for Social and Emotional Needs:</strong></td>
<td><strong>Provide for Social and Emotional Needs:</strong></td>
<td>$24,576,906</td>
<td>$26,702,851</td>
</tr>
<tr>
<td>Counseling, Guidance, and Behavioral Support - All Students, Students w Disabilities</td>
<td>Counseling, Guidance, and Behavioral Support - All Students, Students w Disabilities</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
</tr>
<tr>
<td>1. Implementation of the Nursing and Wellness Attendance Plan includes partnership with Attendance Works, California School-Based Health Alliance and United Way, and attendance coordination and interventions between district departments and school sites to focus on the physical, social, emotional and</td>
<td>1. School Nurses implementing Nursing &amp; Wellness Attendance Protocol to include addressing attendance/chronic, ISHPs (Individualized School Healthcare Plans), and medical referrals; participating on site attendance teams; exploring causes and solutions of health-related chronic absenteeism for individual students.</td>
<td>$1,001,335</td>
<td>$824,429</td>
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<tr>
<td></td>
<td></td>
<td>Other - Title I</td>
<td>Other - Title I</td>
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<tr>
<td></td>
<td></td>
<td>$5,579,896</td>
<td>$5,357,242</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other - Restricted</td>
<td>Other - Restricted</td>
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</table>
behavioral health needs of students. The district’s Wellness Policy will incorporate Integrated Multi-Tiered Systems of Support (I-MTSS) to address the social emotional pillar.

2. Restorative Justice Practices (RJP), trauma informed care and Positive Behavioral Intervention and Support (PBIS) programs and staff professional development to ensure effective implementation will continue. Through the Integrated Multi-Tiered Systems of Support (I-MTSS), the restorative justice work will be used as both prevention and intervention strategies designed to meet the needs of all students:
   a. The district will continue to offer Tier 1 Restorative Justice Practices (RJP) professional development, and Tier 2 RJP professional development to address behaviors that impact the

District Resource Nurse participation on District Attendance Team, School Attendance Review Board (SARB). Nurse participation in California School-Based Health Alliance/Attendance Works webinar and conference. Meeting with United Way to explore possible future collaboration with Nursing & Wellness in attendance project.

In 2018-19, the District Wellness Council’s respective Sub-Committees have worked to update the Framework for Wellness, provide recommended revisions to the District Wellness Policy, charted district and community resources for successful site implementation, and ensure the continued alignment with Integrated Multi-Tiered Systems of Support (I-MTSS) social emotional pillar. During the District’s inaugural Wellness Institute Mental Health Resources staff presented on access to mental health resources.

2. In 2018-19, 52 schools have received at least one type of Restorative Justice Practices (RJP) touch which includes, RJP training or professional development, curriculum building, parent workshops or community building circles.

a. In 2018-19, 12 schools have participated in restorative conferencing led by the National Conflict Resolution Center (NCRC) or RJP department team members.

b. In 2018-19, 45 school site planning meetings have been conducted with an
adverse effects of school climate and student engagement in collaboration with Placement and Appeal, Nursing and Wellness, Counseling and Guidance, the School Attendance Review Board, LGBTQIA Education and Advocacy, Youth Advocacy and Family Engagement.

b. Support will be provided for whole school implementation assistance, emerging schools with implementation readiness, coaching systems of support through professional learning opportunities (Professional Learning Communities [PLC], Book Clubs, Webinars), discipline policy review in collaboration with Placement and Appeal, development of the Restorative Justice Practices (RJP) Advisory Committee, expanding RJP youth leadership development and professional development for RJP team.

3. The district will take immediate focused actions to reduce the disproportionality of disciplinary actions experienced by students with disabilities. Suspensions for students with disabilities will not exceed 5.4 per 100 students with Individual Education Plans (IEP). Supports to meet this goal include: delivering intensive professional development to parents and staff focused on the policies and practices of student discipline; examining the data collection process associated with suspensions and expulsions; documenting, addressing and reducing suspensions; and eliminating emphasis on supporting schools on their site-specific RJP implementation. Six youth circle facilitator trainings have been conducted and led by the RJP department. Sites include Bell Middle School, Rowan Elementary School, and Baker Elementary School. To date 122 students have been trained as youth restorative circle leaders. In 2018-19 125 parents and/or community members have been trained in RJP.

3. In 2018-19, Behavior support resources and Integrated Multi-Tiered Systems of Support (I-MTSS) department have worked with sites on development and enhancing their Positive Behavioral Interventions and Supports (PBIS) structures, by looking at data, developing universal supports and behavioral matrix for the sites across settings and environments.

a. As of April 2019 100 circles have been led by Restorative Justice Practices (RJP) department and/or National Conflict Resolution Center (NCRC) have conducted some type of RJP (community building
informal early dismissal practices. Sites should develop positive behavioral systems. Provide training to all staff in Positive Behavioral Interventions and Supports (PBIS). Establish procedures to require the review of behavior supports/behavior plans at the first suspension and on an ongoing basis. Explicitly teach school-wide behavior expectations and provide differentiated modalities for student access and participation in Restorative Justice Practices (RJP)/PBIS. Ensure that behavior is carefully considered at each IEP. Facilitate student voice in the behavior planning process (restorative justice practices, reinforcement inventory, IEP team discussion as appropriate, etc.). Help parents develop an understanding of their rights and responsibilities relating to IEPs and manifestation determination. Share with parents the policies and practices of student discipline on a given campus and information about community-based resources and programs. In 2018-19, the PBIS strategies will be incorporated into the district’s Integrated Multi-Tiered Systems of Support (I-MTSS), and services will continue through the placement and appeals process and the Children and Youth in Transition (CYT) Department. The Uniform Discipline Plan Team will convene in Summer 2018 and launch the new/revised I-MTSS aligned plan during the 2018-19 year. 4. The district will continue to monitor suspension and expulsion data, attendance and chronic absenteeism.

| circle, conflict/ hard circle, and re-admission participants) |
| In 2018-19, 20 school site professional development opportunities have been provided reaching a total of 387 staff and faculty. As of April 2019 four professional development and/or trainings have been designed in partnership with the head of counselors. To date elementary and middle school grade-level Counseling & Guidance team members have attended this newly designed RJP PD. In 2018-19 275 staff and faculty have participated in an Electronic Register Online (ERO) RJP training. |

| 4. Departments within the Integrated Youth Services division continue to guide school support by understanding of student suspension, expulsion data, attendance data |
5. All nurses who were not previously trained will attend district-provided Mental Health First Aid training.

6. The Nursing and Wellness and Special Education staffs will participate in Restorative Justice Practices (RJP) and professional development.

7. The district will create a comprehensive K-12 counseling model that increases academic, social emotional and college, career and community readiness that includes utilizing a research-based social emotional curriculum across the district, providing an Integrated Multi-Tiered System of Support (I-MTSS) and increased support with school climate approaches. This will be expanded to define student competencies and skills needed to achieve by grade level.

and chronic absenteeism data to support students with services that may be needed for school sites. Data has been made available to school site principals, through existing data systems guided by our Integrated Technology department. Principals have access to student data. Specifically, in High School, reports have been made available assessing attendance data trends, student referrals, expulsions, etc. Data provided to school sites has been used to assess school needs and complete school site strategic leadership plans.

5. Youth Mental Health First Aid was offered to school nurses at the District and County level.

6. Nursing and Wellness staff participated in Restorative Justice Practice (RJP) training at school sites when available. Wellness Center Coordinators collaborated with RJP staff to offer services and programming to students.

7. The Counseling & Guidance department has developed monitoring and coaching of school counseling programming. School site counselors began developing a counseling framework that addresses and is responsive to the social, emotional and academic needs of students. Site counselors have received school counseling coaching support within each level, elementary, middle and high school. Coaching offered to school counselors has been designed to measure impact of school counseling practices within schools and adjust school counseling programs to the needs of students. Counseling supports are following a framework that is aligned to
8. The Integrated Youth Services division will promote educational access, success and equity through the creation of integrated programs and services that will foster the alignment of student services, minimizing barriers to academic success in support of the whole child. The primary work of the following departments will be to enhance a positive school culture through the design of positive, preventative and responsive school environments:

a. Counseling and Guidance: Providing comprehensive school counseling programs for all students
b. Children and Youth in Transition (CYT): Responding to specific populations and providing services as needed
c. Extended Learning Opportunities: Enhancing students’ academic experiences outside of the school day
d. Restorative Justice Practices (RJP): Highlighting foundations for

<table>
<thead>
<tr>
<th>Integrated Multi-Tiered System of Support (I-MTSS). Comprehensive school counseling programs will continue to be aligned to the school’s mission and in collaboration with administrator’s. School counseling programs will continue to respond to the needs of students at our diverse sites. Existing coaching and monitoring of counseling programs will continue to allow us to develop systems and structures in which counseling effectiveness is monitored and aligned to school-wide strategic plans and students’ needs.</th>
</tr>
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<tr>
<td>8. As of April 2019, Culturally Responsive Teaching Practices Training is in 20 schools with 273 teachers that focused on building educational equity and providing schools with tools to help students gain access to rigorous curriculum with cultural scaffolds. Culturally Responsive Practices programming has been implemented in the following:</td>
</tr>
<tr>
<td>-Development of Site Equity Teams (developed based on the assessed needs of educators and school site staff to feel competent in addressing and serving the cultural diversity of students).</td>
</tr>
<tr>
<td>-Capacity building of culturally responsive practices through the creation and sharing of information on individualized Culturally Responsive Practices Programming Google Classroom</td>
</tr>
<tr>
<td>-Creating and sharing of Culturally Responsive Practices Toolkit provided to educators and staff to support staff in supporting students and families with</td>
</tr>
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</table>
strengthening relationships within the educational context

e. Youth Advocacy: Providing a culture of inclusion, student advocacy and student voice.

9. Collective outcomes guided by the district’s Integrated Multi-Tiered Systems of Support (I-MTSS) (A²) framework will be the basis of this integrated work. The Integrated Youth Services division will utilize concrete points of data such as the Early Warning System (EWS), referrals, suspension, attendance and behavioral data to collectively assess strategies to support existing data trends and design collective approaches that will result in students’ academic, Social and Emotional Learning (SEL) and behavioral success. The Integrated Youth Services division will address and design strategies to address the important relationship between academics and agency. This division will support the fostering of systems that emphasize resilient classrooms, socio-emotional learning, prevention and early intervention approaches, the development of positive school environments and strategies to support the development of positive school cultures. The division will also work on emphasizing the importance of building strong and positive learning environments in culturally relevant and responsive practices.

- On demand student, educator, and administrator support for sites experiencing cultural dissonance in developing interventions to support students and families in cultural disconnects between home and school.
- Culturally relevant curriculum shared with English Language Arts (ELA) and HSS teachers to support the framework for culturally responsive teaching practices.

9. The Integrated Multi-Tiered Systems of Support (I-MTSS) pilot program and implementation of IMTSS CA framework continues to guide the district’s process of support for participating school sites. Baseline data as determined by the administration of the FIA (Fidelity Integrity Assessment) provides valuable entry points for supporting schools with increased intentionality, around the implementation of the IMTSS framework. Participating schools this year included:

- Joyner - Audubon K-8
- Chesterton - Bell MS
- Florence - Morse HS

Professional learning around the framework and common understanding and implementation. Completion of the Tiered Intervention Matrix to align with strategic plan and allocate resources to support All students. Working within Professional Learning Communities (PLCs) to analyze Universal Screening data, and Diagnostic data (in Academics, SEL and Behavior) to determine:
collaboration with educators, students and community partners through an integrated I-MTSS framework. This division will work to address the importance of Social and Emotional Learning (SEL) as a foundational element of students’ educational success, 21st century skills mastery and development of student agency.

1. Do we need to strengthen Universal Supports (Tier 1)
2. Which students may be in need of Additional Support (Tier 2)
3. Which students may be in need of Intensive Support (Tier 3)

SANDAPP program (countywide case management for CalWORKS eligible youth) continues to educate and inform pregnant and parenting youth of services and programs that are responsive of services students need in order to graduate from high school and achieve their college and career goals.

<table>
<thead>
<tr>
<th>Action 4.1.b.</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
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</table>
| **Provide for Social and Emotional Needs: Counseling, Guidance, and Behavioral Support - English Learners, Foster, Homeless, Low Income**  
1. The district will provide additional intervention counselors for high need high schools with high percentages of English Learners (EL), Foster/Homeless youth and Low Income (LI) students (i.e., Crawford, Hoover, Lincoln, Morse and San Diego High Schools). | **Provide for Social and Emotional Needs: Counseling, Guidance, and Behavioral Support - English Learners, Foster, Homeless, Low Income**  
1. During 2018-19, intervention counselors at high priority high schools provided school counseling services to students in order to address supports for Tier 2 and Tier 3 interventions. Counselors supported school sites in building counseling systems and structures to: assess the strengths and assets of school communities, create community partnerships to support students in a holistic manner and create systems of integrated support to students in collaboration with school site counselors and integrated student services. School counselors at these priority high schools | $24,123,301  
LCFF S/C | $23,315,350  
LCFF S/C |
| | | $4,765,425  
LCFF Base | $5,172,312  
LCFF Base |
<table>
<thead>
<tr>
<th>2. The district will continue to provide counseling, psychological and guidance services that address student social and emotional needs.</th>
</tr>
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<tbody>
<tr>
<td>provided individualized, group and targeted supports to students as determined by their baseline student data.</td>
</tr>
<tr>
<td>2. The district provided school counseling support for students in elementary, middle school and high school following developmentally appropriate practices to be responsive to the needs of students at our various school communities. School counseling plans and aligned structures for school counseling programming has been created in order to support site school counselors with the implementation of school counseling support for students.</td>
</tr>
<tr>
<td>The district continued to work on the alignment of school counseling practices district wide to include the following:</td>
</tr>
<tr>
<td>● A calendar of school counseling services, created in collaboration with administrators and annual school counseling agreement</td>
</tr>
<tr>
<td>● Implementation of core curriculum to respond to the needs of students</td>
</tr>
<tr>
<td>● Determination of interventions needed for student, for instance, planning of small group action planning</td>
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<tr>
<td>● Process to support closing of the opportunity gap through implementation of comprehensive school counseling services</td>
</tr>
</tbody>
</table>

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<tr>
<th>3. The district will implement an Early Warning System (EWS) to improve student attendance and use Integrated Multi-Tiered Systems of Support (I-MTSS) interventions to support and evaluate the appropriateness of referrals to alternative placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. The district continued to develop baseline data to inform school counseling practices district wide. This year, the district addressed the professional development (PD) needs of counselors in order to provide the most meaningful PD</td>
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</table>
opportunities for youth in transition. A centralized intake process for all alternative placements, such as Garfield and Twain, will continue to be implemented to improve service delivery districtwide.

4. The district will continue to provide support, case management and referrals for ongoing mental health treatment, in conjunction with other site-based behavioral and support resources and services. Training will be expanded to other school staff, central office and site-based staff, and will continue for school psychologists, school counselors, and nurses regarding mental health services for all students (students with and without Individual Education Plans [IEP]). SchooLink Behavioral Health experience and coaching support.

Counselors were guided to understand the needs of their schools and provide an overview of available programs for students. Following the Integrated Multi-Tiered Systems of Support (I-MTSS) process, coaching and support systems are helping us better guide our school counseling strategies.

Counselors were guided to maximize services offered to students by assessing the calendar of services offered to students annually, breaking these assignments into semester, quarterly, monthly and weekly assignments.

Expectations were created for high school counseling programs for grades 9th, 10th, 11th and 12th. In collaboration with Program Governance Team, the district is creating a process of induction for counselors in which new counselors will receive support needed to develop comprehensive school counseling programs, based on the current work we have completed this year, ASCA Standards and District’s vision for student success.

4. School Nurses making referrals and participating in case management of students with mental health needs at school sites is ongoing (monthly data). RN Professional Development featured Mental Health Resource Center staff and SDUSD Psychology Department staff to inform about mental health concerns and resources available, including SchoolLink.

Community meetings attended by SDUSD nurses to bring back info and resources: California Behavioral Health Policy
San Diego Unified School District

Services (BHS) will be implemented in the 113 schools with onsite Behavioral Health Services mental health providers.

Forum, Integrated Youth Services Mental Health Initiative, COI Schools & After-School Domain meeting.
District Wellness Centers have provided trauma-informed, safe spaces for students to identify issues impacting their well-being and academic performance. Wellness Center Coordinators worked to connect students with resources for social emotional health, including referrals for individual and group supports. Up to 55% of students accessing the Wellness Centers have reported stress and anxiety as an issue for which they need support. In collaboration with Mental Health Resource Center and Children Youth in Transition staff, the Wellness Centers have worked to reduce the stigma of accessing mental health supports through on-campus workshops and trainings.

5. TheElementary Counseling Pilot program continues the successful implementation of systems of support for students within the Crawford community.
School counselors have worked together with coaching and support to continue to refine school counseling practices for students in participating schools. Counselors in this pilot project have created goals within the 3 domains, Social Emotional Learning (SEL), Academic & College/Career readiness, aligned to the vision of the school, strategic plan and plan for student success in collaboration with site administrators. Counselors at participating schools continue to align services for students, providing visibility to...
services and programs that are available to students through counseling program. Counselors at participating schools:

- Created smart goals for their schools in the areas of academic, social emotional development and college/career programs
- Received best practices and support from the Restorative Justice department to support the behavioral needs of students in proactive ways
- Integration of community programs and resources has taken place in order to equip school counselors with community resources and organizations that support systems of prevention and early interventions for students
- Systems of support to address students’ behavior in a proactive manner has been developed in order to better understand how to support students’ needs, while integrating systems of early intervention for students, including collaborative efforts with the Behavioral Support Services department.

Systems of support and interventions we are learning through implementation of elementary counseling pilot program are benefiting practices of elementary counselors district-wide. Tools, resources, supports and services offered at these schools are also being shared with elementary school counselors across the district. Systems of prevention and early intervention at participating sites are
providing our system with valuable systematic and implementation elements of a comprehensive school counseling elementary program. Practices within in these schools are also enhancing our cluster alignment of comprehensive services in middle schools and within Crawford High School. Counseling services continue to be provided for Garfield and Twain and are inclusive of the diverse needs of these student populations.

Behavioral Support Services were provided to schools in order to address the needs of students through implementation of preventative services that were focused on building capacity within schools to support the behavioral and social emotional needs of students under an Integrated Multi-Tiered Systems of Support (I-MTSS) approach.

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
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</table>

**Provide for Student Health and Wellness - All Students, Students w Disabilities**

1. The district will continue to provide health and wellness services to students.

1. School Health Office coverage five days a week by RNs and Health Technicians to provide care to students for minor injury/illness throughout the school day.

Through the School Site Wellness Committees, student wellness activities have been implemented to support holistic health and well-being and ensure alignment with the district wellness policy. The District Wellness Council has convened on
2. The district will continue to implement its comprehensive wellness policy and action plan.

a monthly basis to coordinate efforts and develop meaningful cross-departmental wellness strategies and resources. The District Wellness Council has developed a matrix to operationalize all elements of the District Wellness Policy, including identification of trainings, policies, resources, and supports that currently exist at the district. This exercise has helped identify gap areas and is informing the District Wellness Council’s strategic plan.

2. In 2018-19 the California Department of Education conducted its Administrative Review of District’s Wellness Policy Implementation and there were no findings or corrective actions. In August, all school sites and central offices designated Wellness Coordinators to ensure the successful implementation of wellness policy for students, staff and families. In Fall 2018, Nursing & Wellness Department staff hosted the district’s inaugural Wellness Institute to provide a full day of professional development to all School Wellness Coordinators. In November 2018, sites formed school wellness committees and conducted an annual assessment of site wellness policy implementation. In March 2019 sites developed Wellness Action Plans outlining goals & projects to make progress on implementation. Throughout 2018-19 school year the District Wellness Council has met monthly to oversee progress, address needs and develop resources to support sites. In April 2019, the San Diego County Childhood Obesity Initiative presented SDUSD with their
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<tr>
<td>3.</td>
<td>The district will continue to provide additional focused support for students with disabilities and significant health needs.</td>
<td>Partner Recognition Award for our District Wellness Initiative.  3. RNs at each site identify and manage chronic or serious illness through collaboration with parents, physicians, and school staff to ensure all students, even those with serious illness or disabilities, are able to attend school and access their education. School nurses trained site staff in medical procedures and health concerns. School nurses attended 504 meetings and Individual Education Plan (IEP) meetings to ensure health needs are addressed in educational plans.</td>
</tr>
<tr>
<td>4.</td>
<td>The district will continue to develop high school Wellness Centers offering services to elementary and middle schools in the cluster (e.g., San Diego High).</td>
<td>The Wellness Centers initially launched in October 2017. Between 8/27/18 and 4/29/19, there have been 10,859 total student Wellness Center interactions. This is a 133% increase from Year 1 data (2017-18.) The Department of Nursing &amp; Wellness is developing an Annual Report of the Wellness Center progress in 2018-19. Wellness Center Coordinators have organized Life Skills workshops across all five sites and participated in district and school events and meetings to maximize collaboration and communication with students, staff and families. The Wellness Centers were invited to participate in a San Diego Food Bank pilot of their On-the-Go Pantry program, which provides healthy snacks to students’ after-school and discretely assesses food insecurity. San Diego High’s Student Wellness Center Intern presented to the School Board on her efforts to promote health &amp; well-being on her campus.</td>
</tr>
<tr>
<td>5.</td>
<td>Nursing services will focus on all students having a medical home, asthma</td>
<td>Immunization status April 2019: only</td>
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management, immunizations for school enrollment, HPV vaccination, referral loop closure, annual school-community engagement plan, and quarterly School-Based Health Care (SBHC) data reporting.

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<tr>
<th>Planned Actions/Services</th>
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<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
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<tr>
<td>Provide for Student Health and Wellness - English Learners, Foster Youth, Low Income</td>
<td>Provide for Student Health and Wellness - English Learners, Foster Youth, Low Income</td>
<td>$6,729,766 LCFF S/C</td>
<td>$6,505,942 LCFF S/C</td>
</tr>
</tbody>
</table>

1. The district will continue to provide district nurses to promote physical and mental health and support the emotional well-being of students.

   School Health Office coverage five days a week by RNs and Health Technicians to provide care to students for minor injury/illness throughout the school day. RNs at each site identify and manage chronic or serious illness through collaboration with parents, physicians, and school staff to ensure students, are able to attend school and access their education. School nurses trained site staff in medical procedures and health concerns to ensure student health needs can be met at school.
### Action 4.3.a.

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Additional Support for Youth in Transition – Foster, Homeless, Low Income</strong></td>
<td><strong>Additional Support for Youth in Transition – Foster, Homeless, Low Income</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The district will continue to provide coordinated and collaborative support services to youth in transition (homeless, foster, probation, refugee, military) and will monitor academic progress, attendance rates and behavioral data.</td>
<td>1. Children Youth in Transition (CYT) Intervention Counselors held caseloads of at risk youth in transition at Morse, SDHS, Lincoln, and Hoover. Counselors worked to build academic and post-secondary goals/plans for students and monitored on a weekly basis. Additionally, CYT counselors self-assessed all youth designated as homeless/foster. Self-assessment results guided student supports and resulted in a series of intensive post-secondary workshops matched with agency linkages and off site trips for enrollment assistance and exposure to schools/programs of interest. Weekly Early Warning System monitoring by Children and Youth in Transition (CYT) counselors guided supports at all middle/high school sites. Together with administrators and school support staff, counselors helped create plan to meet student needs. Through the acquisition of the CAL-New refugee grant, CYT alongside three ethnic based community organizations (Nile Sisters, United Women of East Africa, and the Karin Organization) developed the Community Health and Peer Navigation Program where identified newcomer refugee students are referred and assessed.</td>
<td>$151,605 LCFF S/C</td>
<td>$167,198 LCFF S/C</td>
</tr>
</tbody>
</table>
2. Children and Youth in Transition (CYT) staff will work with Area Superintendents, supporting departments and school sites to develop tiered interventions and resources aligned to Integrated Multi-Tiered Systems of Support (I-MTSS) to address the unique needs of youth in transition, such as safety, attendance, basic needs (i.e., food, clothing), transportation and other barriers to educational success.

a. Resource teachers will work alongside Area Superintendents and supporting departments to monitor academic progress, attendance rates and behavioral data of youth in transition (i.e., homeless/foster) to develop a tiered level of support and resources for elementary, middle and high schools within the same articulation pattern.

b. A Children and Youth in Transition (CYT) resource counselor will coordinate and collaborate with the staff to help identify and understand student and parent needs relating to academic performance, English language acquisition, social adjustment, health and wellness, attendance, college and career readiness, and translation/interpretation at Crawford, Hoover, Mann, Marshall, Ibarra, Wilson, Clark, and Fay.

Department of Defense Educational Activity grants support academic STEM implementation, math tutoring, college readiness, and social emotional needs at Serra, Perry, Taft, Hancock, Miramar Ranch, Cabrillo, De Portola, Farb, Miller, Vista Grande, Kumeyaay, and Tieressanta.

2. Children and Youth in Transition Intervention Counselors used multiple data points to monitor TK-12 youth in transition to include; the Early Warning System, PowerSchool data, collaboration with SDCOE and Child Welfare and student self-assessment results. Monitoring resulted in use of tiered interventions, to include mental health/counseling referrals for students and families, transportation, basic needs materials, housing referrals, and postsecondary supports.

a. Early Warning System was used to assess student academic progress, attendance rates and behavioral data. This tool allowed resource counselors in addressing support systems that emphasized interventions for youth by: a) building the capacity of school leadership teams; b) supporting school sites in understanding lived realities of students; and c) promoting and emphasizing systems.
Area Superintendents, supporting departments and school sites to develop tiered interventions to address site and student needs, as well as issues impacting students identified as being in transition. Interventions may include or address communication with parents/guardians, safety, attendance, basic needs, and barriers to a student’s education or academic interventions.

3. The district will continue to provide trauma informed care for students and professional development for staff to ensure effective implementation. Trauma informed care is grounded in and directed by a thorough understanding of the neurological, biological, psychological and social effects of trauma and the prevalence of these experiences in a student’s life.

3. Resource counselors coordinated services and tiered interventions for students addressing opportunity gaps by analyzing data, providing supports for identified needs and ensuring the building of school site capacity to support and meet students’ basic needs and decrease barriers to academic success. In collaboration with school site teams and other interventions at school sites, resource counselors provided ‘a-g’ support and access for college readiness and addressed student populations. Resource counselors were able to support easier transition and minimization of educational access and barriers by working side by side with school teams and enhancing student voice and leadership.

3. Children Youth in Transition (CYT) counselors delivered approximately 80 trauma informed care trainings to school sites. Trainings included Trauma and the Brain, The Trauma Informed School Site, Self-Care for the Educator, and Mind Up curriculum implementation. CYT piloted full site Mind Up implantation at Horton Elementary (36% homeless population) results to be assessed at the end of the school year.

Nursing & Wellness presented Resilience: The Biology of Stress and the Science of Hope film and discussion to new school nurses and other nurses who were not trained in previous school year.
4. The district will continue to provide staff with professional development on laws and topics specific to homeless and foster youth (e.g., AB 490, McKinney Vento Act, graduation requirements).

5. Area Superintendents will work the Children and Youth in Transition (CYT) staff to develop a comprehensive plan for school sites to ensure access and equity for foster, homeless, military, refugee, and students participating in the Home/Hospital program. The plan will include development of a site-level resource binder to assist with enrollment, academic, mentor and partnership resources for supporting students in transition. A pilot process will be used to build capacity and principal leadership focused on students in transition, including professional development for professional development for all nurses in Mindfulness and Self-Care for Caregivers. The Wellness Centers at Hoover, Lincoln, Morse, San Diego and Serra High Schools are in their second year of operation and have provided trauma-informed, safe spaces to connect students to their identified needs. The Wellness Centers have focused on the following five core aspects of trauma-informed practices: student empowerment, choice, collaboration, safety and trustworthiness. Wellness staff attended PureEdge Mindfulness training that outlined secondary trauma and strategies for self-care for school district employees.

4. CYT offered trainings using multiple formats, including online resources and in person trainings. Multiple procedure/process were created to support continuity of education including modified graduation, partial credit and student intake processes to support a positive trauma informed environment for students.

5. In collaboration with Area Superintendents and Children and Youth in Transition, site level resource binders were created for all administrators and designated youth in transition school site liaisons to support the enrollment and needs of youth in transition. Binders were made electronic and accessible in GoogleDocs.

In addition to this resource guide, school leadership teams collaborated with CYT and school site liaisons to work towards
school staffs in developing site-specific strategies to support youth in transition.

attaining a comprehensive plan for school sites that ensures the following:
1. Assessment of students’ needs through analysis of Early Warning System and student perception survey regarding following variables (housing, basic needs, food, school supplies, college readiness, A-G progress, health and mental health needs);
2. Deployment of services needed for students as determined by school site needs and in collaboration with school site liaisons;
3. Creation of goals for school sites to support student’s readiness for school to ensure barriers for school access were minimized;
4. Ongoing assessment and evaluation of determined plans to ensure our students receive expedited services as expeditiously as possible;
5. PD training for school personnel was also provided to include topics on Mental Health, Trauma Informed Care and Social & Emotional learning.

Action 4.3.b.

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Additional Support for Youth in Transition – Foster, Homeless</strong>&lt;br&gt;1. The district will continue to provide coordinated and collaborative support services to youth in transition (homeless, foster, probation, refugee, military) and will</td>
<td><strong>Additional Support for Youth in Transition – Foster, Homeless</strong>&lt;br&gt;1. Children and Youth in Transition (CYT) Intervention Counselors held caseloads of at risk youth in transition at Morse, SDHD, Lincoln, and Hoover. Counselors worked</td>
<td>$638,943</td>
<td>$471,813</td>
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<tr>
<td></td>
<td></td>
<td>Other - Title I</td>
<td>Other - Title I</td>
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<tr>
<td></td>
<td></td>
<td>$525,247</td>
<td>$903,974</td>
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<tr>
<td></td>
<td></td>
<td>Other - Restricted</td>
<td>Other - Restricted</td>
</tr>
</tbody>
</table>

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San Diego Unified School District

<table>
<thead>
<tr>
<th>Monitor academic progress, attendance rates and behavioral data.</th>
<th>to build academic and post-secondary goals/plans for students and monitored on a weekly basis. Additionally, CYT counselors self-assessed all youth designated as homeless/foster. Self-assessment results guided student supports and resulted in a series of intensive post-secondary workshops matched with agency linkages and off site trips for enrollment assistance and exposure to schools/programs of interest. Weekly Early Warning System monitoring by CYT counselors guided supports at all middle/high school sites. Together with administers and school support staff, counselors helped create plan to meet student needs. Through the acquisition of the CAL-New refugee grant, CYT alongside three ethnic based community organizations (Nile Sisters, United Women of East Africa, and the Karin Organization) developed the Community Health and Peer Navigation Program where identified newcomer refugee students are referred and assessed to help identify and understand student and parent needs relating to academic performance, English language acquisition, social adjustment, health and wellness, attendance, college and career readiness, and translation/interpretation at Crawford, Hoover, Mann, Marshall, Ibarra, Wilson, Clark, and Fay. Department of Defense Educational Activity grants support academic STEM implementation, math tutoring, college readiness, and social emotional needs at</th>
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2. Children and Youth in Transition (CYT) staff will work with Area Superintendents, supporting departments and school sites to develop tiered interventions and resources aligned to Integrated Multi-Tiered Systems of Support (I-MTSS) to address the unique needs of youth in transition, such as safety, attendance, basic needs (i.e., food, clothing), transportation and other barriers to educational success.

a. Resource teachers will work alongside Area Superintendents and supporting departments to monitor academic progress, attendance rates and behavioral data of youth in transition (i.e., homeless/foster) to develop a tiered level of support and resources for elementary, middle and high schools within the same articulation pattern.

b. A Children and Youth in Transition (CYT) resource counselor will coordinate and collaborate with the Area Superintendents, supporting departments and school sites to develop tiered interventions to address site and student needs, as well as issues impacting students identified as being in transition. Interventions may include or address communication with parents/guardians, safety, attendance, basic needs, and barriers.

Serra, Perry, Taft, Hancock, Miramar Ranch, Cabrillo, De Portola, Farb, Miller, Vista Grande, Kumeyaay, and Tierrasanta.

2. Children and Youth in Transition (CYT) Intervention Counselors used multiple data points to monitor TK-12 youth in transition to include; the Early Warning System, PowerSchool data, collaboration with San Diego County of Education (SDCOE) and Child Welfare and student self-assessment results. Monitoring resulted in use of tiered interventions, to include mental health/counseling referrals for students and families, transportation, basic needs materials, housing referrals, and postsecondary supports.

a. Early Warning System was used to assess student academic progress, attendance rates and behavioral data. This tool allowed resource counselors in addressing support systems that emphasized interventions for youth by: a) building the capacity of school leadership teams; b) supporting school sites in understanding lived realities of students; and c) promoting and emphasizing systems of support to enhance academic, social-emotional and college and career outcomes and access.

b. Resource counselors coordinated services and tiered interventions for students addressing opportunity gaps by analyzing data, providing supports for identified needs and
to a student’s education or academic interventions.

<table>
<thead>
<tr>
<th>3. The district will continue to provide trauma informed care for students and professional development for staff to ensure effective implementation. Trauma informed care is grounded in and directed by a thorough understanding of the neurological, biological, psychological and social effects of trauma and the prevalence of these experiences in a student’s life.</th>
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<tr>
<td>3. Children and Youth in Transition (CYT) counselors delivered approximately 80 trauma informed care trainings to school sites. Trainings included Trauma and the Brain, The Trauma Informed School Site, Self-Care for the Educator, and Mind Up curriculum implementation. CYT piloted full site Mind Up implementation at Horton Elementary (36% homeless population) results to be assessed at the end of the school year. Nursing &amp; Wellness presented Resilience: The Biology of Stress and the Science of Hope film and discussion to new school nurses and other nurses who were not trained in previous school year. Professional Development for all nurses in Mindfulness and Self-Care for Caregivers.</td>
</tr>
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<td>4. The district will continue to provide staff with professional development on laws and topics specific to homeless and foster youth</td>
</tr>
<tr>
<td>4. CYT offered trainings using multiple formats, including online resources and in person trainings. Multiple procedure/process were created to support</td>
</tr>
</tbody>
</table>
5. Area Superintendents will work the Children and Youth in Transition (CYT) staff to develop a comprehensive plan for school sites to ensure access and equity for foster, homeless, military, refugee, and students participating in the Home/Hospital program. The plan will include development of a site-level resource binder to assist with enrollment, academic, mentor and partnership resources for supporting students in transition. A pilot process will be used to build capacity and principal leadership focused on students in transition, including professional development for school staffs in developing site-specific strategies to support youth in transition.

| Continuity of education including modified graduation, partial credit and student intake processes to support a positive trauma informed environment for students. |
| 5. In collaboration with Area Superintendents and Children and Youth in Transition (CYT) Site level resource binders were created for all administers and designated youth in transition school site liaisons to support the enrollment and needs of youth in transition. Binders were made electronic and accessible in GoogleDocs. |

In addition to this resource guide, school leadership teams collaborated with CYT and school site liaisons to work towards attaining a comprehensive plan for school sites that ensures the following:

1. Assessment of students' needs through analysis of Early Warning System and student perception survey regarding following variables (housing, basic needs, food, school supplies, college readiness, A-G progress, health and mental health needs);
2. Deployment of services needed for students as determined by school site needs and in collaboration with school site liaisons;
3. Creation of goals for school sites to support student’s readiness for school to ensure barriers for school access were minimized;
4. Ongoing assessment and evaluation of determined plans to ensure our students...
receive expedited services as expediently as possible;
5. PD training for school personnel was also provided to include topics on Mental Health, Trauma Informed Care and Social & Emotional learning.

### Action 4.4.a.

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Youth Advocacy - English Learners, Foster Youth, Low Income</strong></td>
<td><strong>Youth Advocacy - English Learners, Foster Youth, Low Income</strong></td>
<td>$675,412 LCFF S/C</td>
<td>$830,160 LCFF S/C</td>
</tr>
<tr>
<td>1. The Youth Advocacy Team will continue to ensure that all schools are safe inclusive environments for all students to thrive, with emphasis on vulnerable and at-risk students, including LGBTQIA, students with disabilities, English Learners (EL), students of color and students who may be targets of bullying motivated by either an actual or perceived attribute that includes but is not limited to race, religion, creed, color, marital status, parental status, veteran status, sex, sexual orientation, gender expression or identity, ancestry, national origin, ethnic group identification, age, mental or physical disability, immigration status or any other distinguishing characteristic.</td>
<td>1. Culturally Responsive Teaching Practices Training is in 20 schools with 273 teachers that focused on building educational equity and providing schools with tools to help students gain access to rigorous curriculum with cultural scaffolds. Culturally Responsive Practices programming has been implemented in the following: Kearny DMD, Kearny SCT, Lincoln High School, Garfield High School, Morse High School, East Village High School, Encanto, Audubon, Bell Middle School, Montgomery Middle School, Mann Middle School, and Grant.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The district will continue to provide staff training to ensure adherence to the FAIR Education Act.</td>
<td>2. Fair Education Act is included in all Youth Advocacy identity-based curriculum module “Teachers’ Guide” to support educators in their understanding of legal obligations to educate students, providing fair and accurate representation of various identity groups.</td>
<td></td>
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</tr>
<tr>
<td>3. The district continues to implementation</td>
<td>3. The district continues to implementation</td>
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</tr>
</tbody>
</table>
3. The district will continue to survey student climate and report results through the Cal-SCHLS data system that includes the California Healthy Kids Survey (CHKS), the California School Staff Survey (CSSS), and the California School Parent Survey (CSPS).

4. a. Development of Site Equity Teams
4. The Youth Advocacy Team will provide support services, such as:
   a. Providing site leadership teams with insight and recommendations around cultural proficiency and equity leadership responsive to the particular needs of the school.
   b. Establishing culturally supportive activities at selected sites that include peer support groups, and partnerships with San Diego youth organizations.
   c. Supporting sites experiencing cultural dissonance and/or other related issues, as identified by site and district leadership.
   d. Developing partnerships with community based organizations engaged in providing support and resources to address the needs of the whole child.
   e. Developing students’ leadership skills by ensuring that student voice is present in identifying areas of advocacy and developing action-driven outcomes.

   (developed based on the assessed needs of educators and school site staff to feel competent in addressing and serving the cultural diversity of students). Site equity teams in development at two middle schools and one high school

   b. Capacity building of culturally responsive practices through the creation and sharing of information on individualized Culturally Responsive Practices Programming Google Classroom. Culturally relevant curriculum shared with English Language Arts (ELA) and HSS teachers to support the framework for culturally responsive teaching practices.
   c. On Demand student, educator, and administrator support for sites experiencing cultural dissonance in developing interventions to support students and families in cultural disconnects between home and school.

   Intervention plan developed & coordinated by Youth Advocacy for Freese Elementary School, Montgomery Middle School, Taft Middle School, Morse High School
   d. Youth Advocacy community partnerships and connections including the following have been developed to supplement support networks and provide wraparound support to students, families, and educators experiencing a need for cultural and identity-based support:

   GLSEN SD Student and staff support for LGBTQIA+ youth. Resources provided at LGBTQIA+ Leadership Academies and “Raising Zoey” event.
- SDSU Chief Inclusion Officer at SDSU co-facilitated 3 community & staff trainings on Unconscious Bias and Microaggressions.
- The LGBT Community Center Gender Identity Discussion Groups at SDUSD Wellness Centers, On-demand support to LGBTQIA+ youth, families and educators, resources provided at LGBTQIA+ Leadership Academies.
- Movement BE Small group counseling to at-risk youth in seven schools.
- OSP/San Diego Youth Services Discussion groups and on-demand support to LGBTQIA+ youth, homeless youth, educators, and families. Resources provided at LGBTQIA+ Leadership Academies.
- Gender Fluid Collective Discussion groups focusing on queer and transgender people of color and their families. Resources provided at community events for the LGBTQIA+ Education & Advocacy Program.
- Rady Children’s Hospital (Gender Affirming Care Center) Parent and family support for gender expansive, gender nonconforming, and transgender students and families. Resources provided at LGBTQIA+ Leadership Academies and “Raising Zoey” event.
- San Diego Pride Student and staff support for LGBTQIA+ youth. Resources provided.
at LGBTQIA+ Leadership Academies and “Raising Zoey” event.

e. Student Voice and Empowerment Programming through Youth Advocacy Department has been implemented as a pilot in Hoover High School. Over 200 students trained on “AMPLIFYing Student Voice & Community Advocacy Curriculum.”

Youth Advocacy Student Power Collaborative started in 2019, bringing together student leaders from four high schools (Morse High School, Crawford High School, Serra, and Lincoln High School) to share leadership ideas, build agency, and amplify student voice.

21 Student Action Projects have been created through the Student Voice and Empowerment Program and 117 Student Action Projects have been completed through “It’s Lit” Identity-Based Curriculum created by Youth Advocacy.

Over 600 students participate in “Success in Adulthood” student-led conference connecting with industry.

TK/K STEAM block students self-assess on agency rubric created from Habits of Mind, Essential Skills for the Workforce, and CASEL Social Emotional Learning (SEL).

Student website portal created to assist students academically and socially. Linked to experiences, excursions, job opportunities, internships, and scholarships to increase students’ self-efficacy.
GSA Leadership Academy for grades 6-12 hosted over 160 students for the 2018-2019 school year. GSA Collaborative, a monthly collaboration and agency building convention of GSA students from across San Diego Unified School District has hosted over 100 students for the 2018-19 school year.

**Action 4.4.b.**

<table>
<thead>
<tr>
<th>Youth Advocacy - All Students, Students w Disabilities, African American, Latino, LGBTQIA</th>
<th>Youth Advocacy - All Students, Students w Disabilities, African American, Latino, LGBTQIA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planned Actions/Services</strong></td>
<td><strong>Actual Actions/Services</strong></td>
</tr>
</tbody>
</table>
| 1. The Youth Advocacy Team will continue to ensure that all schools are safe inclusive environments for all students to thrive, with emphasis on vulnerable and at-risk students, including LGBTQIA, students with disabilities, English Learners (EL), students of color and students who may be targets of bullying motivated by either an actual or perceived attribute that includes but is not limited to race, religion, creed, color, marital status, parental status, veteran status, sex, sexual orientation, gender expression or identity, ancestry, national origin, ethnic group identification, age, mental or physical disability, immigration status or any other distinguishing characteristic.  
2. The district will continue to provide staff training to ensure adherence to the FAIR Education Act. | **Budgeted Expenditures** | **Estimated Actual Expenditures** |
| | | $163,440  
Other - Title II | $301  
Other - Title II |
| 1. As of April 2019, Culturally Responsive Teaching Practices Training is in 20 schools with 273 teachers that focused on building educational equity and providing schools with tools to help students gain access to rigorous curriculum with cultural scaffolds. Culturally Responsive Practices programming has been implemented in the following: Kearny DMD, Kearny SCT, Lincoln High School, Garfield High School, Morse High School, East Village High School, Encanto, Audobon, Bell Middle School, Montgomery Middle School, Mann Middle School, and Grant.  
2. Fair Education Act is included in all Youth Advocacy identity-based curriculum module “Teachers’ Guide” to support educators in their understanding of legal obligations to educate students, providing | | $56,281  
Other - Restricted | $62,185  
Other - Restricted |
3. The district will continue to survey student climate and report results through the Cal-SCHLS data system that includes the California Healthy Kids Survey (CHKS), the California School Staff Survey (CSSS), and the California School Parent Survey (CSPS).

fair and accurate representation of various identity groups.

LGBTQIA+ 101 Trainings provided to 99% of San Diego Unified School District sites.

LGBTQIA+ 102 (FAIR & Square Integration of Literature & FAIR Education Act) Trainings provided to 23 San Diego Unified School District sites.

3. The District continues to implementation of California School Surveys for Students, Families and Staff, both certificated and classified. Through the implementation of CAL-SCHLS system. We have been able to identify supports to enhance meaningful connections of students with their school communities and increase students’ sense of belonging by promoting strategies of positive school climate. Administrators, teachers and school personnel have been provided with school data as to assess student’s sense of safety, belonging, support and positive school climate for all students at our school sites. In collaboration with WestEd, we were able to provide school sites with School Climate report cards. These reports provide a comparison in all school climate data for the last 3 years, making available data accessible and easy to use.

The Integrated Youth Services division has collaborated with instructional personnel across the district to create systems that
4. The Youth Advocacy Team will provide support services, such as:
   a. Providing site leadership teams with insight and recommendations around cultural proficiency and equity leadership responsive to the particular needs of the school.
   b. Establishing culturally supportive activities at selected sites that include peer support groups, and partnerships with San Diego youth organizations.
   c. Supporting sites experiencing cultural dissonance and/or other related issues, as identified by site and district leadership.
   d. Developing partnerships with community based organizations to promote Safe, Collaborative and Inclusive school cultures for all students. Principals have been provided with resources and information to assess the culture of their schools and provide supports to students that address and respond to students’ perceptions of Caring Relationships, Sense of Belonging, Meaningful Participation, High Expectations, along with other Survey metrics.

   Professional development opportunities have included the following trainings:
   - Data Workshop. Understanding Survey, Purpose & Results
   - Sample Cluster Data Training
   - Data Trainings for Families

4. Development of Site Equity Teams (developed based on the assessed needs of educators and school site staff to feel competent in addressing and serving the cultural diversity of students). Capacity building of culturally responsive practices through the creation and sharing of information on individualized Culturally Responsive Practices Programming Google Classroom.

   b. Through the Culturally Responsive Teaching Practices Programming, Youth Advocacy has Identity based curriculum modules developed with a focus on CA Common Core Content Standards as well as the Social Justice standards to develop agency and efficacy with culturally relevant curricula. Curriculum has been
San Diego Unified School District

engaged in providing support and resources to address the needs of the whole child.

e. Developing students’ leadership skills by ensuring that student voice is present in identifying areas of advocacy and developing action-driven outcomes.

taught in 16 schools to over 500 students throughout the district as part of the year 2 pilot program. Modules created for instruction of grades 3-12, using the following modules:

- LGBTQIA+ History
- "Bayard Rustin"
- "Don’t Ask, Don’t Tell"
- "The Lavender Scare"
- "Stonewall Riots"
- Black.
- "Loving vs. Virginia"
- "Take a Knee to Take a Stand"
- "Rodney King & the LA Riots"
- "Black Lives Matter"
- Herstory
- "Say Their Names"
- "Unstoppable"
- "Who Needs a Shero"
- "Men Made the Rules"
- LatinX Presence and History
- "Undocumented"
- "East LA Blowouts"
- "Art Movement"
- "Braceros"
- It’s Lit Jr.
- "Transgender Children in the Boy Scouts"
- "The Border Crossed Them"
- "For Their Lives"

c-On Demand student, educator, and administrator support for sites experiencing cultural dissonance in developing
interventions to support students and families in cultural disconnects between home and school.

d-Youth Advocacy community partnerships and connections including the following have been developed to supplement support networks and provide wraparound support to students, families, and educators experiencing a need for cultural and identity-based support:

GLSEN SD Student and staff support for LGBTQIA+ youth. Resources provided at LGBTQIA+ Leadership Academies and “Raising Zoey” event.

SDSU Chief Inclusion Officer at SDSU co-facilitated 3 community & staff trainings on Unconscious Bias & Microaggressions

The LGBT Community Center Gender Identity Discussion Groups @ SDUSD Wellness Centers, On-demand support to LGBTQIA+ youth, families and educators, resources provided at LGBTQIA+ Leadership Academies

Movement BE Small group counseling to at-risk youth in 7 schools

F.A.N.C.Y. (DETOUR Empowers) Small group counseling to at-risk youth in 1 school

OSP/San Diego Youth Services Discussion groups and on-demand support to LGBTQIA+ youth, homeless youth, educators, and families. Resources provided at LGBTQIA+ Leadership Academies.
Gender Fluid Collective Discussion groups focusing on queer and transgender people of color and their families. Resources provided at community events for the LGBTQIA+ Education & Advocacy Program.

Rady Children’s Hospital (Gender Affirming Care Center) Parent and family support for gender expansive, gender nonconforming, and transgender students and families. Resources provided at LGBTQIA+ Leadership Academies and “Raising Zoey” event.

San Diego Pride Student and staff support for LGBTQIA+ youth. Resources provided at LGBTQIA+ Leadership Academies and “Raising Zoey” event

ADL’s No Place for Hate Program implemented in four clusters.

E-Student Voice and Empowerment Programming through Youth Advocacy Department has been implemented as a pilot in Hoover High School. Over 200 students trained on “AMPLIFYing Student Voice & Community Advocacy Curriculum.”

Youth Advocacy Student Power Collaborative started in 2019, bringing together student leaders from 4 high schools (Morse High School, Crawford High School, Serra, and Lincoln High School) to share leadership ideas, build agency, and amplify student voice.
### Action 4.5.a.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>School Support Staff and Resources - All Students</strong></td>
<td><strong>School Support Staff and Resources - All Students</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The district will recruit, hire, and train effective clerical and support staff who promote a welcoming school climate, student attendance, and provide effective operations and support for students, parents and staff.</td>
<td>1. The district used a performance based exam process to qualify new employees. School sites and departments utilized training methods based on the needs of the new employee. The District hired more than 73 front office staff throughout the district; more than 2,000 current and new classified employees participated in training during the 2018-19 school year. 2. In 2018-19, school sites were allocated $79.98 per student for discretionary spending. Central office and supporting departments received funding for general supplies and operating expenses.</td>
<td>$47,544,048 LCFF Base</td>
<td>$43,146,263 LCFF Base</td>
</tr>
<tr>
<td>2. The district will continue to provide schools and supporting departments with general supplies and operating expenses.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Action 4.5.b.

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Support Staff and Resources - English Learners</strong></td>
<td><strong>School Support Staff and Resources - English Learners</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Bilingual staff will promote effective engagement and communications for English Learner (EL) parents and families.</td>
<td>1. Bilingual staff were provided for effective communication and engagement. In Neighborhood School Enrollment Options (NSEO) to support all Spanish speaking families with enrollment concerns TK-12, as well as pupil records and transcripts requests. All parent informational items and forms (Enrollment Guide, Enrollment Form, Interdistrict Attendance Permits, Pre-K enrollment</td>
<td>$654,269 LCFF S/C</td>
<td>$577,864 LCFF S/C</td>
</tr>
</tbody>
</table>
**Action 4.6**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Healthy and Nutritious Meals - All Students</td>
<td>Healthy and Nutritious Meals - All Students</td>
<td>$62,227,670</td>
<td>$63,281,376</td>
</tr>
</tbody>
</table>

1. The district will maintain nutrition education resources and continue communicating the importance of adhering to the district’s Wellness Policy guidelines on nutritious foods for all food sales and celebrations.

2. The district will continue communicating to principals the benefits of recess before lunch and encourage them to adopt the schedule change.

3. The district will continue focusing on innovative ways to increase access to freshly prepared, nutritious foods, specifically through the California Food for California Kids Initiative, to ensure students are well-nourished and ready to learn.

4. The district will add six schools to the Breakfast in the Classroom program and...
five schools to nutrition break at Community Eligibility Provision (CEP) schools, and will explore the implementation of Breakfast in the Classroom or nutrition break at all eligible schools. Fletcher Elementary, Lindbergh-Schweitzer Elementary, Penn Elementary and Walker Elementary) to Breakfast in the Classroom, and three secondary schools (Clark Middle School, Creative Performing and Media Arts Middle School and Madison High School) to nutrition break. These innovative service methods increase participation in school breakfast drastically; helping to ensure all students receive the food they need in the morning to fuel their minds throughout the day.

### Action 4.7.

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
| **Attractive, Clean and Well Maintained Schools - All Students**  
1. The district will continue to maintain clean, safe, environmentally friendly, and inviting schools that are worthy of our students and families and encourage successful teaching and learning. Physical environments will be viewed through the lens of improving student attendance and academic achievement and reducing negative behaviors. Such physical attributes as newer or modernized buildings, improved lighting, thermal comfort, acoustics, and indoor air quality will be included in facility design, planning and construction and maintenance. Learning spaces will mirror the district’s commitment to improving the quality of education, and the value and personal experience of students. The district’s school structures will symbolize hope, opportunity, and stability for students.  
| **Attractive, Clean and Well Maintained Schools - All Students**  
1. The district employs staff dedicated to ensure clean, safe, operational work and educational environments for their staff and students. There have been 51,720 maintenance work orders and 322 maintenance projects completed in the 2018/19 school year. | $73,590,761  
LCFF Base | $80,389,394  
LCFF Base |
and show students and families that they are respected and special individuals that are welcomed and valued.

2. Schools will continue to be well maintained and in good repair. Schools will be inspected annually using the State’s Facility Inspection Tool (FIT). Identified deficiencies will be quickly remedied.

3. Schools will continue to be provided with necessary supplies and utilities.

4. Schools will continue to operate in a sustainable and environmentally responsible manner. The district will continue to be a leader in energy conservation as more solar arrays are installed and energy conservation projects completed.

<table>
<thead>
<tr>
<th>2. The district performs annual inspections of its facilities. In 2018-19, 167 schools were inspected for cleanliness, safety and good repair using the State Facilities Inspection Tool (FIT). The district average score was 95.4%. All school facilities scored in the “good” range.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. All district maintained facilities are provided with utilities, custodial, and maintenance supplies. The city of San Diego completed lead in drinking water testing and drinking water outlets which tested above the Environmental Protection Agency (EPA) Action levels have been remediated. Being a leader in the state of California, the district further committed to reducing lead in drinking water to 5 parts per billion (ppb) which is below the Environmental Protection Agency Action level of 15 ppb. To date, 2,300 drinking water outlets at 40 schools have been tested, and where necessary remediated, with all of these outlets confirmed below 5 ppb.</td>
</tr>
<tr>
<td>4. Currently, 48 district sites operate with solar power. The district purchased 31 of the existing photovoltaic (PV) solar systems from one of the Power Purchase Agreement (PPA) firms to result in an estimated annual savings of $934,500 to the general fund. The district is pursuing additional energy conservation measures through Proposition 39, the California Clean Energy Jobs Act, and its own capital bond program to provide 13 additional PV</td>
</tr>
</tbody>
</table>
5. Training and updates will continue to be provided to ensure well-prepared and informed staff.

- Solar sites, thousands of additional light-emitting diode (LED) lighting fixtures, establish a Zero Net Energy (ZNE) pilot school with SDG&E and replacing mechanical systems & controls at 15 sites. The district completed the annual EDCO recycling challenge, encouraging schools to recycle and offering prizes to the sites that divert the most waste from the waste stream to recycling. Waste, including hazardous and universal waste, is processed and handled in a responsible manner. Landscape irrigation saved approximately 19.2% of water usage compared to the previous year due to diligent water management.

5. Safety training for all staff is provided on a monthly basis. Job specific training is provided in various formats. Training as required to maintain certification (electrician, pest control, asbestos, lead-based paint, fire extinguisher maintenance, backflow [plumbing], safety technicians, etc.) is provided as needed. New energy training is conducted for PV solar, HVAC efficiency and energy management systems.

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**Action 4.8.**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe and Secure Schools - All Students 1. The district will ensure that school safety and security continue to be a priority that is monitored by school staff with the support of School Police Services, including the annual update of School Safety Plans and</td>
<td>Safe and Secure Schools - All Students 1. School Police Services supported principals by reviewing and updating School Safety and Emergency Response Plans through trainings, individual meetings, and providing information at</td>
<td>$14,421,254 LCFF Base</td>
<td>$14,098,713 LCFF Base</td>
</tr>
<tr>
<td>Emergency Response Plans and inspection of Emergency Response Boxes; student supervision; and School Safety Committees. Support will include summer training for all principals on safe school planning, along with tutorial videos for district staff posted on the School Police website.</td>
<td>School Site Council (SSC) meetings as requested. School Police reviewed site emergency response boxes during the School Safety and Emergency Response Plan review process. The district achieved 100% compliance in accordance with state law. School Police Services serves on the School Safety Committee as a subgroup of the district’s Wellness Committee. Tutorial videos related to staff and student safety are part of mandatory annual training.</td>
<td></td>
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</tr>
<tr>
<td>---</td>
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<td></td>
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</tr>
<tr>
<td>2. Emergency communications upgrades will continue as planned.</td>
<td>2. The district contracts with the City of San Diego for all 800MHz emergency communications radio use (“Air Time”) for School Police, Transportation, School Site Emergency Radios, Food Services, and PPO. School Police serves as liaison with City radio staff, ensuring compliance with all mandated equipment and system upgrades. School Police Services reviewed and continues to update emergency communications systems equipment to promote improved school and first responder communication during emergencies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. School Police Services will continue to provide a variety of ongoing trainings in response to requests from school or community for school staff, parents, and students such as Active Shooter/Options Based Response for K-12 Staff, Crimestoppers, Gang and Drug Awareness (including the district’s K9 officer), “stranger-danger,” regional crime awareness.</td>
<td>3. School Police Services provides ongoing trainings, programs and educational updates for school staff, parents and students. Trainings and programs include (but are not limited to) the following: the Police Interaction with Youth (PIY) Program; the True Blue Buddies Program; Active Shooter/Options Based Response for K-12 Staff; Crimestoppers; and Gang and Drug Awareness (including the</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
at cluster meetings, traffic and teen driving safety, etc.

Parent, staff, community updates are provided through School Police’s Coffee with a Cop Program and at cluster meetings.

### Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

All actions and services were implemented and served as additional building blocks for the district’s work over the past six years to ensure all students have a positive school environment, climate and culture. Including information gleaned from implementation gained in 2018-19, the district will focus its efforts in LCAP Goal 4 – Positive School Environment, Climate, and Culture with Equity at the Core and Support for the Whole Child. This goal continues to ensure that every student receives the supports they need to access educational content as effectively as possible.

The San Diego Unified School District has partnered with the National Conflict Resolution Center (NCRC) to provide restorative tools and support to schools. NCRC supported the district with trainings, workshops, coaching, and capacity building to district schools. This training provided special education district staff with increased skills and training in understanding multiple perspectives when helping to resolve conflicts. The purpose of restorative practices is to further cultivate community on campuses with a focus on building strong relationships. Restorative Practices hold students accountable for their actions while giving them a high level of support to create a campus culture of learning and safety for all school community members.

In 2018-19 52 schools in the district have received Restorative Justice Practices (RJP) touch. A “RJP touch” is characterized by:
- Meeting with school leader and/or administrative team, staff and faculty attendance to RJP training or professional development, school request for RJP supports to address harm/conflict, coaching administrative team, RJP leads, counselors, and teachers, youth RJP leadership training series, parent workshop or community building circles, curriculum building, and staff and faculty professional development (PD) and professional learning communities (PLC).
- In 2018-19 12 schools participated in restorative conferencing led by NCRC and/or RJP team members. 45 school site planning meetings have been conducted with an emphasis on supporting schools with their site-specific RJP implementation needs.

As of April 2019 four professional development (PD) and/or trainings have been designed in partnership with the head of counselors. To date elementary and middle school grade-level Counseling & Guidance team members have attended this newly designed RJP PD.

As of April 2019 275 staff and faculty have participated in an ERO RJP training. By June 2019, RJP department will convene the Restorative Practices Advisory Committee (RPAC).
Services provided by the RJP department include:

- Development of School-wide Positive Restorative Discipline (SWPRD) work. SWPRD = PBIS + RJ
- Development of school specific RJ school-wide activities and/or campaigns to support whole school practice of values, in an effort to strengthen and improve school culture and climate
- Development of culture team made up of multiple stakeholders to guide SWPRD across campus.

In 2018-19, culturally responsive teaching practices were implemented in 20 schools reaching 273 teachers to build educational equity. Identity based curriculum modules developed with a focus on CA Common Core Content Standards as well as the Social Justice standards to develop agency and efficacy with culturally relevant curricula. Curriculum has been taught in 16 schools to over 500 students throughout the district as part of the year 2 pilot program. Modules created for instruction of grades 3-12, using the following modules:


Youth Advocacy Student Power Collaborative started in 2019, bringing together student leaders from four high schools (Morse High School, Crawford High School, Serra, and Lincoln High School) to share leadership ideas, build agency, and amplify student voice. Youth Advocacy’s Ally Action Programming has been implemented as a proactive approach to addressing bullying at 10 schools (Muir, Rosa Parks, Rowan, Muirlands, Miller, Fay, Baker, Spreckels, DePortola, Knox) with 14 counselors and 110 teachers trained through coaching cycles at each site. Student leaders have led staff in professional development with a projected 2018-2019 number of educators taught by students at 400+.

21 Student Action Projects have been created through the Student Voice & Empowerment Program and 117 Student Action Projects have been completed through “It’s Lit” Identity-Based Curriculum created by Youth Advocacy.

GSA Leadership Academy for grades 6-12 hosted over 160 students for the 2018-2019 school year.
GSA Collaborative, a monthly collaboration and agency building convention of GSA students from across San Diego Unified School District has hosted over 100 students for the 2018-2019 school year.

21 Student Action Projects have been created through the Student Voice & Empowerment Program and 117 Student Action Projects have been completed through “It’s Lit” Identity-Based Curriculum created by Youth Advocacy.

Over 600 students participate in “Success in Adulthood” student-led conference connecting with industry.
TK/K STEAM block students self-assess on agency rubric created from Habits of Mind, Essential Skills for the Workforce, and CASEL SEL. Student website portal created to assist students academically and socially. Linked to experiences, excursions, job opportunities, internships, and scholarships to increase students’ self-efficacy.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
The actions/services have yielded mixed success in achieving this goal in the third year of this LCAP cycle. The effectiveness of restorative practices and other related activities are apparent by a continued, relatively low suspension rate (3.5%). However, number of expulsions (103) nearly doubled compared to the prior year. On student measures of school climate, modest decreases on the various measures were reported: perception of safety, caring relationships, high expectations, and meaningful participation. These latter measures highlight the need to better support all students as reflected by the district’s response to continue a focus on social-emotional learning for 2019–20.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action/Service 4.1: No material difference. Created new process to identify classified support (i.e. guidance and attendance assistants) within financial system, therefore offset is in 4.5.
Action/Service 4.2: Increase in contracted services and supplies for nursing.
Action/Service 4.3: Increase in restricted grants funding Children and Youth in Transition.
Action/Service 4.4: No material difference. Shift between funding sources.
Action/Service 4.5: Created new process to identify support within financial system, therefore some funding moved to 4.1 and 4.7 to better align with LCAP.
Action/Service 4.6: No material difference.
Action/Service 4.7: No material difference.
Action/Service 4.8: No material difference.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Actions/Services 4.1.a., 4.1.b., 4.3.a., 4.3.b., 4.5.b, 4.6., 4.7., and 4.8. have been modified for 2019-20:

4.1.a.1 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
4.1.a.2 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
4.1.a.3 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
4.1.a.4 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
4.1.a.5 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
4.1.a.6 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
4.1.a.7 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
4.1.a.8 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
4.1.a.9 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
4.1.b.1 Has been revised; this service will not continue in 2019-20.
4.1.b.2 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
4.1.b.3 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
4.1.b.4 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
4.1.b.5 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
4.3.a.1 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
4.3.a.2 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
4.3.a.5 Has been revised, the pilot process will not continue in 2019-20.
4.3.b.2 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
4.3.b.3 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
4.3.b.5 Has been revised, the pilot process will not continue in 2019-20.
4.5.b.1 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
4.6.1 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
4.6.2 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
4.6.3 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
4.6.4 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
4.6.5 Is a new Action/Service to support the district’s implementation of accomplishing this goal in 2019-20.
4.7.6 Is a new Action/Service to support the district’s implementation of accomplishing this goal in 2019-20.
4.8.1 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
Goal 5

Families and community members are engaged and work within and across schools to support student learning. Neighborhood schools are highly regarded for their quality as well as their service as centers for extended learning and enrichment opportunities, and academic and social services.

State and/or Local Priorities addressed by this goal:

State Priorities: 3
Local Priorities: Vision 2020: Parent and community engagement with highly regarded neighborhood schools that serve students, families and communities.

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th></th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Climate Survey - Safety (students via CHKS and parents via CSPS):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gr. 5 = 85%</td>
<td></td>
<td>Gr. 5 = 76%</td>
</tr>
<tr>
<td>Gr. 7 = 70%</td>
<td></td>
<td>Gr. 7 = 57%</td>
</tr>
<tr>
<td>Gr. 9 = 65%</td>
<td></td>
<td>Gr. 9 = 49%</td>
</tr>
<tr>
<td>Gr. 11= 69%</td>
<td></td>
<td>Gr. 11= 52%</td>
</tr>
<tr>
<td>School Climate Survey - Caring Relationships (students via CHKS and parents via CSPS):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gr. 5 = 65%</td>
<td></td>
<td>Gr. 5 = 45%</td>
</tr>
<tr>
<td>Gr. 7 = 39%</td>
<td></td>
<td>Gr. 7 = 28%</td>
</tr>
<tr>
<td>Gr. 9 = 31%</td>
<td></td>
<td>Gr. 9 = 23%</td>
</tr>
<tr>
<td>Gr. 11= 38%</td>
<td></td>
<td>Gr. 11= 29%</td>
</tr>
<tr>
<td>School Climate Survey - High Expectations (students via CHKS and parents via CSPS):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gr. 5 = 66%</td>
<td></td>
<td>Gr. 5 = 49%</td>
</tr>
<tr>
<td>Gr. 7 = 58%</td>
<td></td>
<td>Gr. 7 = 42%</td>
</tr>
<tr>
<td>Gr. 9 = 46%</td>
<td></td>
<td>Gr. 9 = 32%</td>
</tr>
<tr>
<td>Gr. 11= 47%</td>
<td></td>
<td>Gr. 11= 35%</td>
</tr>
</tbody>
</table>
School Climate Survey - Meaningful Participation (students via CHKS and parents via CSPS):
Gr. 5 = 27%
Gr. 7 = 19%
Gr. 9 = 16%
Gr. 11 = 17%

School Enrollment Patterns – Neighborhood Participation Rates:
Clairemont – 55.4
Crawford – 51.2
Henry – 80.0
Hoover – 63.8
Kearny – 62.0
La Jolla – 94.2
Lincoln – 56.2
Madison – 58.7
Mira Mesa – 83.9
Mission Bay – 78.5
Morse – 64.4
Point Loma – 80.0
San Diego – 60.1
Scripps Ranch – 93.4
Serra – 84.6
University City – 84.5

School Enrollment Patterns – Cluster Articulation Rates:
Clairemont – 80.5
Crawford – 58.0
Henry – 92.6
Hoover – 83.2
Kearny – 67.8
La Jolla – 97.6
Lincoln – 55.7

Gr. 5 = 15%
Gr. 7 = 11%
Gr. 9 = 9%
Gr. 11= 11%

School Enrollment Patterns – Neighborhood Participation Rates:
Clairemont – 53.8
Crawford – 46.4
Henry – 77.8
Hoover – 63.3
Kearny – 57.3
La Jolla – 93.0
Lincoln – 49.3
Madison – 50.7
Mira Mesa – 84.0
Mission Bay – 80.8
Morse – 65.8
Point Loma – 80.0
San Diego – 55.7
Scripps Ranch – 94.4
Serra – 86.5
University City – 84.4

School Enrollment Patterns – Cluster Articulation Rates:
Clairemont – 80.1
Crawford – 62.6
Henry – 88.4
Hoover – 74.1
Kearny – 70.7
La Jolla – 97.6
Lincoln – 50.5
### Parent opportunities for input and participation (CalSchools Parent Survey return rate): 40%

<table>
<thead>
<tr>
<th>School</th>
<th>Return Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Madison</td>
<td>74.8</td>
</tr>
<tr>
<td>Mira Mesa</td>
<td>94.1</td>
</tr>
<tr>
<td>Mission Bay</td>
<td>92.3</td>
</tr>
<tr>
<td>Morse</td>
<td>55.0</td>
</tr>
<tr>
<td>Point Loma</td>
<td>95.9</td>
</tr>
<tr>
<td>San Diego</td>
<td>60.9</td>
</tr>
<tr>
<td>Scripps Ranch</td>
<td>97.6</td>
</tr>
<tr>
<td>Serra</td>
<td>94.4</td>
</tr>
<tr>
<td>University City</td>
<td>93.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School</th>
<th>Return Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Madison</td>
<td>76.8</td>
</tr>
<tr>
<td>Mira Mesa</td>
<td>86.2</td>
</tr>
<tr>
<td>Mission Bay</td>
<td>88.8</td>
</tr>
<tr>
<td>Morse</td>
<td>66.9</td>
</tr>
<tr>
<td>Point Loma</td>
<td>95.4</td>
</tr>
<tr>
<td>San Diego</td>
<td>63.0</td>
</tr>
<tr>
<td>Scripps Ranch</td>
<td>97.2</td>
</tr>
<tr>
<td>Serra</td>
<td>93.7</td>
</tr>
<tr>
<td>University City</td>
<td>92.7</td>
</tr>
</tbody>
</table>

| Schools with functional School Site Councils (SSCs): Rosters: 75%, Agendas/Minutes: 80% | Rosters: 52.3% | Agendas/Minutes: 22.7% (postings during 2018-19 academic year) |
| Participants in activities/opportunities that promote parent participation: 8,544 | 8,648 |

### Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

#### Action 5.1.a.

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meaningful Engagement and Participation - All Students, Students w Disabilities, LGBTQIA</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The Family Engagement Team will work in conjunction with the Area Superintendents and the Special Education Division to facilitate and provide tools, resources, and training needed to assist with the recruitment and participation of parents to establish and implement effective school and district level committees, including Site</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Meaningful Engagement and Participation - All Students, Students w Disabilities, LGBTQIA</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The Family Engagement Team collaborated with the Area Superintendent, Kearney Cluster of Schools, and Linda Vista community to host a Parent Conference at Montgomery Middle School. This “Building Bridges Community Resource Fair” aimed to bridge the gap between home and school by providing resources (i.e. parent leadership</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$1,603,381</td>
<td>$1,493,536</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other - Title I</td>
<td>Other - Title I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$9,860</td>
<td>$9,860</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other - Restricted</td>
<td>Other - Restricted</td>
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Governance Teams (SGT) and the Community Advisory Committee (CAC) for Special Education.

2. The Special Education Division and Special Education Ombudsperson office will continue to partner together to support parent learning around students with disabilities.

3. An annual districtwide subgroup, school and cluster family engagement survey will be conducted to identify strengths and areas for improvement in family engagement.

opportunities at the site and district levels), various workshops, booths with information about neighborhood schools from administrators (Kearney Cluster Pathway from TK-12th grade), and opportunities for parents and families to engage in dialogue about strengths, areas of need, and suggestions for improvement. Parents presented during breakouts sessions.

The Family Engagement Team worked with Hoover Cluster Wellness Council throughout the year to support them with recruitment and participation of parents in school committees, advisory committees, and learning enrichment programs to enhance student achievement. Parents were trained to serve on advisory bodies, including school site and district committees.

2. The Ombudsman Office supported families of students with disabilities through direct communication methods such as face to face, telephone, or via email. These contacts direct, guide, and assist families in understanding legal options for supporting the students Individual Education Plan (IEP) or 504. The Ombudsman staff attends CAC meetings in order to meet and interact with parents and families.

3. The Family Engagement Team analyzed data from the family engagement survey at Hoover Cluster Schools to understand parent viewpoints and identified strengths (what is working) and areas for improvement (concerns/challenges, what’s not working) in an effort to support
4. Schools/parents/guardians will create a family engagement plan based on survey results, student academic needs, and/or identified priorities, and aligned to district goals and federal and state requirements. Family Engagement resource teachers will work with staff to develop and implement effective instructional coaching cycles that engage families (i.e., family learning strategies home visits, student-led conferencing, etc.) as a strategy to meet desired family engagement plan outcomes.

5. Parents/guardians/community members will be provided with leadership training opportunities to enhance meaningful engagement, participation in shared decision making, and to assume leadership roles.

6. The Family Engagement Team, in collaboration with Counseling and Guidance, Restorative Justice Practices (RJP) and schools, will plan and provide family engagement opportunities (e.g., workshops, print, video, online/on-demand, etc.) responsive to the needs of parents and families, and supportive of neighborhood culture and circumstance (e.g., family engagement trainings, activities and meaningful participation and engagement. The Family Engagement team created strategies, resources, and tailor-made workshops to improve family engagement. The Family Engagement resource teachers worked with staff at school sites (Hancock, Joyner, Baker) to develop, present, and implement highly effective home strategies (literacy, academic conversations, and writing) in alignment to their family engagement plan outcome. The Family Engagement team worked specifically with Fay elementary school to meet the needs of the parents and families in response to parent requests.

5. A long standing partnership with Say San Diego and the Hoover Community Wellness Counsel have supported Local Control Accountability Plan (LCAP) workshops within the Hoover and Crawford communities. The Family Engagement community assistant collaborate on providing involvement strategies, LCAP trainings, and community forums with district staff. These sessions support bridging communication from the community to the district office.

6. The Family Engagement community assistants conducted Restorative Circles (RJP) with families. Knox Middle School engaged in Restorative Circles regularly before participating in the food pantry distribution. This allowed family members to experience the power of Restorative Circles and gain a deeper understanding how the social emotional supports in place at the school for students. Parents have
7. The Family Engagement Team will build capacity in school staffs, engage and teach community partners and family leaders to empower every family with effective home-based instructional strategies (High Impact Home Strategies and/or family learning strategies) to support their student’s academic and developmental goals.

8. Parent information and training will be provided to families so they can access Parent Portal (through PowerSchool), and training and support on family technology use at home and social media to enhance and support student achievement at home.

9. Resources and materials (e.g., print, video, online/on-demand, etc.) will be provided to create a welcoming environment for all families and staff.

10. The district will engage the community in a broader dialog and examination of issues related to students, such as Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, Asexual

responded positively to this practice. Other activities include recognizing and honoring cultural values and assets that support our common goal for partnering in the education of our children.

7. In 2018-19 the Family Engagement team expanded instructional/home resources expanding on High Impact Home Strategies (HIHS). With ready to go presentations and HIHS available for customization, site leaders may choose to lead parent in training. High Impact Home Strategies have expanded to include: Nonfiction Reading, Ask Questions 3/Write, and Math Word Problems.

8. Assessment services, IT, and Family Engagement team have supported an informational campaign has begun this year as the district prepares for student state assessment results to be available online through PowerSchool. Parent Portal announcements and flyers have been shared at Parent Advisory meetings (DELAC, CAC, GATE DAC). A short video has also been created as a means of communication and steps for access.

9. Valuing parent voice and sharing the responsibility of educating children prompted the Family engagement team to highlight parent to parent advice through video snippets (PTA President, DAC Chairperson).

10. The Family Engagement team collaborated with the Youth and Advocacy team to support students, families, and community partners during the film screening and panel discussion of “Raising Zoey”. A partnership with San Diego
(LGBTQIA), race, language, religion and culture.

11. The Family Engagement Team will continue to support sites participating in the San Diego Education Association (SDEA) Pilot Home Visit Program with trainings and assistance, and will identify potential new sites for program expansion to build trust and respectful relationships between home and school.

12. Parent workshops will be provided through district advisories and committees to inform and educate parents on the Local Control and Accountability Plan (LCAP), Individual Education Plans (IEP), educational systems, etc., so that parents and community partners can make informed recommendations to the various decision-making groups.
   a. Special Education trainings will include topics such as Least Restrictive Environment, Integrated Multi-Tiered Systems of Support (I-MTSS), Universal Design for Learning and the difference between accommodations and modifications.
   b. Cluster and site-level trainings will focus on the IEP process and supports for behavior and instruction for students with disabilities.

13. The Family Engagement Team will work with parent leadership advisories and committees by creating collaborative

| LGBTQ Community Center has been established to support LGBTQ students and families at the Neighborhood Centers. |
| 11. The Family Engagement team met with SDEA to formulate an action plan for the home visit project. The team designed a SDEA Home Visits Packet for parents and teachers. The packet includes an informational letter to families (in multiple languages), teacher reflection sheet and a home visit debrief guide. |
| 12. The Family Engagement team supported several parent workshops throughout the year to inform and educate parents on the Local Control Accountability Plan (LCAP). One example of these workshops was the “Parent Leadership Academy” which held six training opportunities throughout the year for parents. Sharing LCAP Board presentations at Advisory Groups meetings was one way in which the Family Engagement team was able to convey supports and services available to students through the LCAP.
   a. The SST presentation have been refined as step one of the IEP process. Collaborative efforts have begun on a UDL parent presentation.
   b. Cluster and site level support was available for families with a lens on self-regulation and learning from failure--Growth Mindset. |
| 13. Monthly parent advisory chair representatives met regularly with district staff to reestablish a collaborative relationship to identify topics, barriers, and... |
learning environments to utilize Design Thinking as a strategy to engage stakeholders in action driven initiatives to support student achievement and parental engagement and empowerment.

14. Stakeholder review and feedback opportunities on Local Control and Accountability Plan (LCAP) implementation and development will be encouraged at the site level (e.g., through Site Governance Teams [SGT]).

14. The Family Engagement leaders invited parent advisory Chairs to meet regularly to review what is working, discuss barriers, and to have input sessions on the LCAP. Feedback was collected from the advisory leads as well as the stakeholder groups they represent. We presented and gathered parent feedback on the Parent Policy at with various stakeholder groups Parent Policy (CAC, DELAC, GATE DAC).

### Action 5.1.b.

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
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<tbody>
<tr>
<td><strong>Meaningful Engagement and Participation - English Learners, Foster/Homeless, Low Income</strong></td>
<td><strong>Meaningful Engagement and Participation - English Learners, Foster/Homeless, Low Income</strong></td>
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<tr>
<td>1. The Family Engagement Team will work in conjunction with the Office of Language Acquisition (OLA) and the Finance Department to facilitate and provide tools, resources, and training needed to establish and implement effective school and district level committees, including English Learner Advisory Committees (ELAC/DELAC), School Site Councils (SSC), and the District Advisory Council for Compensatory Education (DAC).</td>
<td>1. Family Engagement, Office of Language Acquisition (OLA) and the Finance Department have calendared monthly group meetings with advisory committee chairpersons as well as PTA president to calibrate, communicate and provided feedback on LCAP and district business. The group discusses barriers that hamper meaningful parent communication and consultation. Through this collaboration, we have a revised the Parent and Family See actions 1.8.a., 1.8.c., 1.10.a., 1.10.b., 4.3.a., 4.3.b.</td>
<td>See actions 1.8.a., 1.8.c., 1.10.a., 1.10.b., 4.3.a., 4.3.b.</td>
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San Diego Unified School District

1. The Office of Language Acquisition (OLA) and Family Engagement will continue to strengthen partnerships with English Learner (EL) parents and build a common vision and understanding for DELAC members of the family engagement services offered in 2018-19. The budget resource toolkit developed for school leaders will be shared with school-based parent leadership groups (e.g., ELACs) during the budget development process.

2. The Family Engagement Team and schools will engage English Learner (EL), foster/homeless and low income (LI) families to better understand the education system, to ensure students are college and career ready (i.e., guidance on navigating the school system, Common Core and other new content standards, UC ‘a-g’ and graduation requirements, district goals, etc.). The Office of Language Acquisition (OLA) will continue to partner and collaborate on designing parent friendly information about the education system to ensure English Learners (EL) are college and career ready.

3. The Family Engagement Team, in collaboration with Children and Youth in Transition (CYT), will develop and provide resources and work with identified families and students (i.e., military, homeless, foster, refugee) to offer parent/community engagement opportunities to increase students’ engagement.

Engagement Policy and have presented to each group for feedback and consultation.

1. Office of Language Acquisition (OLA) and the Family Engagement team has collaborated on effective parent meetings, parent outreach with a partnership with the Hoover Cluster wellness committee. The OLA team developed ELAC presentations in order to support the organizing, facilitation and content of ELAC meetings. (Example: ELAC Legal Task 4, example for Euclid). This presentation has a customizable component.

2. The Family Engagement team shared information with parents regarding UC ‘a-g’ and graduation requirements through Project Ujima. Family Engagement established a relationship with PIQUE in order to strengthen our support to families as they navigate the school system and how to prepare for college. OLA continues to adjust and refine information to parents regarding the importance of Reclassification as students move up through the grade levels.

3. Family Engagement collaborated with schools to provide trainings on High Impact Home Strategies to military families. The school recorded the training and made it available for members unable to attend. Family Engagement works closely with Say San Diego to support our refugee students with informational trainings at differentiated levels on LCAP. The Family Engagement community
Family Engagement community assistance also supports parent social emotional understanding of mindfulness, empathy and understanding others through Restorative Circles.

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<tr>
<th>Action 5.2.</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
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<tbody>
<tr>
<td>Parent and Community Assistance and Support - All Students</td>
<td>1. The Quality Assurance Office (QAO) will continue to be accessible and responsive to parents, staff and community who express concerns or seek assistance in a fair, timely and impartial manner. To optimize service, operations and efficiency, the Quality Assurance Office will develop an intake form for stakeholders to complete when visiting the Quality Assurance Office to facilitate the process for addressing and recording inquiries/concerns. The intake form will enable stakeholders to communicate the specific issue or areas of concern and why they believe the school site or department did not resolve the issue to their satisfaction. This information will allow QAO staff to review and determine the appropriate course of action as a first step in the resolution of the inquiry/concern. QAO will be engaged from the onset of the investigation.</td>
<td>1. The Quality Assurance Office (QAO) continued to be accessible and responsive to students, parents, staff and community members, being available in person, by telephone and email. As a centralized and impartial office, QAO staff provided support to those requiring assistance by responding to inquiries and assisting in the resolution of concerns pertaining to the various programs and services provided by the District. Investigative staff conducted formal investigations in response to parent and staff complaints in a fair and impartial manner in accordance with district protocols. QAO staff monitored the online bullying reports to ensure that these were thoroughly and timely addressed at the school site level and when necessary, referred to the appropriate department or department head for additional support or</td>
<td>$1,284,855</td>
<td>$1,160,039</td>
</tr>
<tr>
<td>Parent and Community Assistance and Support - All Students</td>
<td></td>
<td>LCFF Base</td>
<td>LCFF Base</td>
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inquiry or concern until conclusion takes place in accordance with district protocols. follow-up. QAO staff also monitored the District’s fraud hotline to ensure reports of alleged fraud, waste and abuse were timely addressed by the appropriate department or department head.

To optimize efficiency and streamline the process of addressing concerns and formal complaints, the QAO implemented an intake sheet that enabled stakeholders to identify the specific issue or area of concern. As a first step, the information provided on this form enabled QAO staff to determine the appropriate course of action to be taken in the resolution of the inquiry or concern. During the 2018-2019 school year, the QAO addressed a total of 3,011 inquiries and concerns and addressed a total of 133 formal complaints.

### Action 5.3.a.

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<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
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</thead>
<tbody>
<tr>
<td><strong>Translation and Interpretation Services - English Learners</strong></td>
<td><strong>Translation and Interpretation Services - English Learners</strong></td>
<td>$1,921,886 LCFF S/C</td>
<td>$1,935,893 LCFF S/C</td>
</tr>
<tr>
<td>1. Translation and interpretation services will continue to be provided to facilitate effective communication, engagement, and participation for all stakeholders.</td>
<td>1. The Translation Department has increased translation and interpretation services through a contract with a language bank that allows us to provide more than 100 languages, according to Cluster and district office’s needs.</td>
<td></td>
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<tr>
<td>2. The district will continue to review and respond to cluster-specific needs and communication preferences (e.g., the Crawford Cluster’s need for services in key languages including Arabic, Somali, Kizigua, Swahili, and Karen with preference)</td>
<td>2. The Translation Department continued to provide specific services in the languages requested by each cluster, following closely immigration patterns into the school district by attending informational refugee meetings and other</td>
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</table>
for verbal/oral interpretation). Area Superintendents will continue to work closely with Cluster Chairs to ensure cluster meetings are supported in every way possible.

3. The district will continue to maintain staffing and resources for the Translation Department to more effectively serve a wider range of language groups and needs.

3. The district has maintained staffing and resources for the Translation Department to effectively provide services in a variety of languages as need by clusters and district offices, services have been increased through, The language bank contract covers, parent/teacher conferences (other than Spanish), emergency meetings, registration meetings, parent meetings, 504 meetings).

### Action 5.3.b.

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<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
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</table>
| **Translation and Interpretation Services - English Learners**
1. Translation and interpretation services will continue to be provided to facilitate effective communication, engagement, and participation for all stakeholders.

2. The district will continue to review and respond to cluster-specific needs and communication preferences (e.g., the Crawford Cluster’s need for services in key languages including Arabic, Somali, Kizigua, Swahili, and Karen with preference for verbal/oral interpretation). Area Superintendents will continue to work closely with Cluster Chairs to ensure cluster meetings in the community.

| **Translation and Interpretation Services - English Learners**
1. The Translation Department has increased translation and interpretation services through a contract with a language bank that allows us to provide more than 100 languages, according to Cluster and district office’s needs.

2. The Translation Department continues to provide specific services in the languages requested by each cluster, following closely immigration patterns into the school district by attending informational refugee meetings and other meetings in the community. Area Superintendents worked with the Cluster Chairs to ensure the cluster meetings had the appropriate support and |
| $41,369 Other - Title I | $1,105 Other - Title I |
meetings are supported in every way possible.

3. The district will continue to maintain staffing and resources for the Translation Department to more effectively serve a wider range of language groups and needs. translation.

3. The district has maintained staffing and resources for the Translation Department to effectively provide services in a variety of languages as need by clusters and district offices, services have been increased through

The language bank contract covers, parent/teacher conferences (other than Spanish), emergency meetings, registration meetings, parent meetings, 504 meetings).

| Action 5.4.a |
|-----------------|-----------------|-----------------|-----------------|
| Planned         | Actual          | Budgeted        | Estimated       |
| Actions/Services| Actions/Services| Expenditures    | Actual Expenditures|
| Enrollment Options and Opportunities - All Students | Enrollment Options and Opportunities - All Students | Enrollment Options and Opportunities - All Students | Enrollment Options and Opportunities - All Students |
| 1. The Family Welcome and Enrollment Center will expand its services to provide support to families who wish to enroll their preschool aged children in district-operated pre-schools. An Early Childhood Education opportunity will be identified for the Henry cluster as the Extended Transitional Kindergarten (ETK) pilot will be sunsetting. The PowerSchool module is expected to launch in the 2018-19 school year, which will increase access across the district. Families may enroll at the Enrollment Center and/or individual sites. Neighborhood Schools and Enrollment Options (NSEO) will investigate a county-wide online interdistrict attendance permit. | 1. Neighborhood School Enrollment Options (NSEO) provided Pre-K-12 enrollment support for all parents. InfoSnap pre enrollment was available for new to district families for enrollment in the neighborhood school. A new phone system through Vector provided a more efficient method to manage the large volume of phone calls into NSEO, and also provided recorded information to the most frequently asked questions. NSEO created a proposal for a county wide Interdistrict Attendance Permit online process. NSEO facilitated outreach efforts and the enrollment of students from Thrive Charter school when the CA State Board denied their authorization. | $258,638 | $211,033 |
|  |  | Other - Title I | Other - Title I |
| Enrollment Options and Opportunities - All Students | Enrollment Options and Opportunities - All Students | Enrollment Options and Opportunities - All Students | Enrollment Options and Opportunities - All Students |
| 1. | Other - Title I | Other - Title I | Other - Title I |
system to more accurately track interdistrict enrollment and related data.

2. The district will continue to phase out some optional attendance areas to improve cluster alignment, which is anticipated to improve cluster neighborhood participation rates, and improve coordination among schools within clusters, especially focusing on cluster elementary schools to promote articulation to neighborhood middle schools. Area Superintendents will continue to support these efforts to strengthen K-12 program alignment. Continued support for elementary schools in the Kearny and Clairemont Clusters will be provided in the launch of K-12 Science, Technology, Engineering, Arts and Math (STEAM) Pathways.

3. Additional enhancements will be made to the online Choice process to better organize applications to sites with multiple strand programs, and more clearly indicate which schools may provide bus service to qualified riders. Neighborhood Schools and Enrollment Options (NSEO) and Integrated Technology (IT) will engage in discussions with PowerSchool to request additional enhancements to the Choice application for 2019-20.

4. The Family Engagement Team’s community assistants and support staff will support schools within their communities with information sharing and school-based contacts to increase Pre-K and TK enrollment.

2. Optional attendance areas were phased out in the UC and La Jolla attendance areas, and boundary alignments were completed for the Henry cluster elementary and middle schools. NSEO initiated discussions with Office Language Acquisition (OLA) and neighborhood schools offering a second language program, to resolve concerns around access to both the second language and/or an English only program.

NSEO and Integrated Technology (IT) collaborated with PowerSchool to ensure enhancements to the Choice application for 2019-20.

3. Working with our online provider PowerSchool, enhancements were made to the online Choice application process identifying multiple strand programs, as indicating which schools may provide bus service to qualified riders. NSEO and IT engaged in ongoing discussions with PowerSchool to request additional enhancements to make the application more informative for parents and more efficient for staff.

4. The community assistants supported the enrollment of Pre-K and TK by sharing information with parents at site events, school community events, and through neighborhood center sponsored events. The team shares flyers and benefits of early learning by promoting literacy at above mentioned events with book giveaways,
**Enrollment Options and Opportunities – All Students**

1. The Family Welcome and Enrollment Center will expand its services to provide support to families who wish to enroll their preschool aged children in district-operated pre-schools. An Early Childhood Education opportunity will be identified for the Henry cluster as the Extended Transitional Kindergarten (ETK) pilot will be sunsetting. The PowerSchool module is expected to launch in the 2018-19 school year, which will increase access across the district. Families may enroll at the Enrollment Center and/or individual sites. Neighborhood Schools and Enrollment Options (NSEO) will investigate a county-wide online interdistrict attendance permit system to more accurately track interdistrict enrollment and related data.

2. The district will continue to phase out some optional attendance areas to improve cluster alignment, which is anticipated to improve cluster neighborhood participation rates, and improve coordination among schools within clusters, especially focusing on cluster elementary schools to promote articulation to neighborhood middle schools. Area Superintendents will continue to support these efforts to strengthen K-12

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<th>Planned Actions/Services</th>
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<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
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<tbody>
<tr>
<td>Enrollment Options and Opportunities – All Students</td>
<td>Enrollment Options and Opportunities – All Students</td>
<td>$634,722 LCFF S/C</td>
<td>$678,208 LCFF S/C</td>
</tr>
<tr>
<td>1. Neighborhood School Enrollment Options (NSEO) provided Pre-K - 12 enrollment support for all parents. InfoSnap pre enrollment was available for new to district families for enrollment in the neighborhood school. A new phone system through Vector provided a more efficient method to manage the large volume of phone calls into NSEO, and also provided recorded information to the most frequently asked questions. NSEO created a proposal for a county wide Interdistrict Attendance Permit online process. NSEO facilitated outreach efforts and the enrollment of students from Thrive Charter school when the CA State Board denied their authorization.</td>
<td>2. Optional attendance areas were phased out in the UC and La Jolla attendance areas, and boundary alignments were completed for the Henry cluster elementary and middle schools. Neighborhood Schools and Enrollment Options (NSEO) initiated discussions with Office of Language Acquisition (OLA) and neighborhood schools offering a second language program, to resolve concerns</td>
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**Action 5.4.b**
program alignment. Continued support for elementary schools in the Kearny and Clairemont Clusters will be provided in the launch of K-12 Science, Technology, Engineering, Arts and Math (STEAM) Pathways.

3. Additional enhancements will be made to the online Choice process to better organize applications to sites with multiple strand programs, and more clearly indicate which schools may provide bus service to qualified riders. Neighborhood Schools and Enrollment Options (NSEO) and Integrated Technology (IT) will engage in discussions with PowerSchool to request additional enhancements to make the application more informative for parents and more efficient for staff.

4. The Family Engagement Team’s community assistants and support staff will support schools within their communities with information sharing and school-based contacts to increase Pre-K and TK enrollment.

3. Working with our online provider PowerSchool, enhancements were made to the online Choice application process identifying multiple strand programs, as well as indicating which schools may provide bus service to qualified riders. NSEO and Integrated Technology (IT) engaged in ongoing discussions with PowerSchool to request additional enhancements to make the application more informative for parents and more efficient for staff.

4. The community assistants supported the enrollment of Pre-K and TK by sharing information with parents at site events, school community events, and through neighborhood center sponsored events. The team shares flyers and benefits of early learning by promoting literacy at above mentioned events with book giveaways, reading nooks, and reading demonstrations on High Impact Home Strategies (HIHS).

**Action 5.5.**

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<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
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<tbody>
<tr>
<td><strong>District Pathways - All Students</strong></td>
<td><strong>District Pathways - All Students</strong></td>
<td>$2,823,411</td>
<td>$2,710,330</td>
</tr>
<tr>
<td>1. The Spanish dual immersion program that started with Kindergarten students at Tierrasanta Elementary in 2016-17 will</td>
<td>1. Spanish immersion programs at Tierrasanta, Muir, and Kimbrough continue to expand to the next grade level.</td>
<td>Other - Restricted</td>
<td>Other - Restricted</td>
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expand to first grade. As students move through the grade levels, the program will expand to Farb Middle and Serra High Schools. Adelante curriculum will be provided for expanding grade levels of Spanish.

2. Through a 2016 federal magnet grant, Montgomery Middle, Linda Vista Elementary and Carson Elementary Schools will have a Science, Technology, Engineering, Arts and Math (STEAM) focus and academic programs will be aligned to Kearny High School. Applications for additional magnet grants are being submitted to continue expansion of the STEAM focus. 2018-19 will be Year 3 of the Magnet Schools Assistance Program (MSAP) grant for Carson, Linda Vista and Montgomery. Sites will continue efforts on transformation to STEAM Magnets with emphasis on expanding marketing and recruitment, development of STEAM units of inquiry and pedagogical shifts necessary for inquiry-based, process oriented teaching and learning.

3. Planning for the expansion of the Language Academy and increasing dual language programs across the district will continue. The Office of Language Acquisition (OLA) will continue to support the sister school partnership and provide translation of Critical Concepts and English Language Development (ELD) Bundles into French.

<table>
<thead>
<tr>
<th>Curricular materials, Benchmark Adelante and Advance has been provided along with professional development.</th>
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<tr>
<td>2. A Kearny community event, was created to showcase student work, art pieces, parent workshops (lead by parent advisory chairs, and district staff) to highlight high quality cluster efforts. The event brought together Pre-K-College pathway members. It promoted community pride and confidence in the STEAM pathway for the cluster. Kindergarten STEAM units have been completed, implemented, and field tested by 113 teachers across 32 schools. Professional development was conducted in May for first grade teachers another provided in June. There is an expected 43 sites to participate. First grade curricular supports are being developed over the summer.</td>
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<tr>
<td>3. The Office of Language Acquisition has continued to support the growth of the dual language schools across the district through language pathways. The District has continued to support Muir Language Academy as their Spanish program has expanded annually.</td>
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## Action 5.6.

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<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
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| **Community Relations and Partnerships - All Students**  
1. The district will continue to improve communication strategies and structures for timely and easy access to information, support, and resources. | **Community Relations and Partnerships - All Students**  
1. The district created weekly eblasts to 100,000 parents, staff and stakeholders and continued building social media engagement. The district educated voters on Ballot Measure YY and supported/Promoted community events aimed at providing resources: Education Resource Fair at the ECC, MECHA at SDSU, Social Justice Conference. Redesigned construction notices to improve understanding. Organized State of the District Address to communicate district progress. In 2018-19 began sending district-wide email communications directly from the Superintendent on topics like gun violence, racism, and important district initiatives. Continued operating the NewsCenter to post relevant information on our website. Created Fast Facts brochure to help with public understanding of core district functions. See actions 1.10.a., 1.10.b., 6.2. | See actions 1.10.a., 1.10.b., 6.2. | See actions 1.10.a., 1.10.b., 6.2. |

2. Community partnerships to support student and family engagement and learning will continue to be cultivated, sustained, and expanded. | | | |
3. Current, accurate, and timely communication will continue to be provided to parents regarding student learning (e.g., Naviance, website, automated calls, school and teacher communications). The Integrated Technology (IT) Division will further enhance the PowerSchool Parent Portal to provide school staff and parents/guardians that have students riding the bus with realtime pickup/dropoff location and time information displayed in a map interface for easy use. By leveraging information from the Transportation Zonar ZPass system, this means communication will allow for parents/guardians and school sites to answer questions immediately about where their student(s) was picked up and dropped off on any given day.

4. The Family Engagement Team will work in collaboration with School Police Services to strengthen community relations, provide resources and supports for at-risk youth and their families, identify community safety issues and support in community building (i.e., True Blue Program, Coffee with the Chief, school community walks, etc.). School Police Services will partner with Integrated Youth Services to continue building relationships and partnerships with school communities.

| 3. In 2018-19, the IT Division added new functionality to the PowerSchool Parent Portal to provide school staff and parents/guardians that have students riding the bus with realtime pickup/dropoff location and time information displayed in a map interface for easy use. By leveraging information from the Transportation Zonar ZPass system, this method of communication allows parents/guardians and school sites to answer questions immediately about where their student(s) was picked up and dropped off on any given day. | 4. The Family Engagement community assistants coordinate efforts between learning communities to schedule, support, and strengthen school events (True Blue Program, Coffee with a Cop, school community walks). In an effort to strengthen community relations, the community assistants act as a liaison between the school and police services to organize, publicize, and provide translation for these presentations. Officers engage with school families to inform the community of services they provide, answer questions, and provide specific resources available in the community for families. |
## Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

<table>
<thead>
<tr>
<th>Cell</th>
<th>Describe the overall implementation of the actions/services to achieve the articulated goal.</th>
</tr>
</thead>
</table>

The district will focus its efforts in LCAP Goal 5 - Family and Community Engagement, through continued commitment to providing resources, research-based best practices, and learning opportunities to effectively engage, equip and educate all families to increase family engagement and support student achievement. The district will continue to build trusting relationships and create collective learning environments to actively engage and empower families in the educational process.

In 2018-19, the district increased outreach to stakeholders based on feedback regarding translation needs. The district continued the agreement with Alliance for African Assistance to continue providing translation and interpreting services in languages/dialects other than Spanish and Vietnamese. On November 8, 2016, the board approved the Fifth Amendment to the Agreement with Alliance for African Assistance to provide Special Education translation and interpreting services in dialects other than Spanish and Vietnamese for students and families with special needs from July 1, 2015 through June 30, 2018. This Agreement continued to allow for all district-wide translation and interpreting services, in dialects other than Spanish and Vietnamese. The Alliance for African Assistance Global Village Language Bank will allow the district to provide translation/interpretation services for 100-plus additional languages. This service will increase communication with parents, families, and community members to facilitate and share information regarding district policy and procedure. As part of the Vision 2020 and LCFF parent involvement commitments, this contract will allow the district to reach more community members by providing services in languages that the district previously was not able to provide.

In 2018-19, District translators provided 3,300 hours of interpretation services at district events. These events included, Cluster meetings, facilities meetings, open house, family Fridays, coffee with the principal, Title 1 meetings, DELAC, ELAC, SSC, SGT, reclassifications, graduations, DAC, RTI, 504, Coffee with a cop, parent workshops, Board Meetings, Placement and Appeal hearings, district outreach for school choice, Leadership Academies, Wellness meetings, family Wednesdays, College Avenue Compact, PIQE workshops, WASC, counselor meetings, common core meetings.

The district also provided over 3,000 pages of translations (eg. Facts for Parents, Enrollment Options, Fast Facts, SARCS, Policies, student transcripts, Title IX/uniform complaint letters, School handbooks, school newsletters, Communication Department notifications, lunch menus, school family engagement policies, UCP Annual Notice, Nursing letters, ELAC, DELAC, DAC, English Learner Needs Assessments, Facilities notifications).

The language bank provided 285 hours of interpretation services, parent/teacher conferences in languages other than Spanish.

In 2018-19 the district experienced modest decreases on the various measures within school climate survey data. Recognizing these decreases the Integrated Youth Services division is implementing a SEL universal screener and will be providing support to sites to analyze their data and develop...
San Diego Unified School District plans to address school needs and the schools indicator of focus. The district teams are working with school sites to identify which responses have declined or are lower than the state average and including those within the strategic plan for school improvement. The district is also working to develop google classrooms with resources to support improvements across all 12 indicators. This includes professional development, articles, research, student-led videos, and classroom curriculum.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services have yielded mixed success in achieving this goal. For neighborhood participation rates, there were mixed results. A few clusters (e.g., Mira Mesa, Mission Bay, Morse, San Diego, Scripps Ranch, Serra, and University City) saw modest improvements or maintained to surpass or meet their targets others, generally, were slightly below their targets. The Family and Community Engagement Department, in its third year, logged an impressive number of contacts and meetings with members of our school community. It will require more time to measure long-term impacts of all the activity. On student measures of school climate, modest decreases on the various measures were reported: perception of safety, caring relationships, high expectations, and meaningful participation. These latter measures highlight the need to better support all students as reflected by the district’s response to continue a focus on social-emotional learning for 2019–20. The district also experienced a drop in the number of functional SSCs at school sites. To improve the number of functional SSCs the district has assigned resources teachers to provide more training for staff, parents and community members. These resources teachers will occasionally attend, participate, and monitor SSC meetings to ensure their effectiveness.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action/Service 5.1: Variance related to vacancies within Family and Community Engagement.
Action/Service 5.2: Variance related to vacancies within Quality Assurance.
Action/Service 5.3: No material difference.
Action/Service 5.4: No material difference.
Action/Service 5.5: Reduced spending in MSAP grant, which will carryover to future years.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Actions/Services 5.1.a., 5.1.b., 5.4.a., 5.4.b., 5.5., and 5.6. have been modified for 2019-20:

5.1.a.4 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
5.1.a.5 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
5.1.a.6 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
5.1.a.7 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
5.1.a.8 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
5.1.a.9 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
5.1.a.10 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
5.1.a.11 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
5.1.a.12 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
5.1.a.13 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
5.1.a.14 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
5.1.b.1 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
5.1.b.2 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
5.1.b.4 Is a new Action/Service to support the district’s implementation of accomplishing this goal in 2019-20.
5.4.a.1 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
5.4.a.2 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
5.4.a.3 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
5.4.a.4 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
5.4.b.1 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
5.5.1 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
5.5.2 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
5.5.3 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
5.6.2 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
5.6.3 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
5.6.5 Is a new Action/Service to support the district’s implementation of accomplishing this goal in 2019-20.
Goal 6

Well-Orchestrated Districtwide Support Services and Communications: All parts of the organization - personnel and infrastructure - work together to support student success through quality schools in every neighborhood.

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities: Vision 2020: Well-orchestrated districtwide support services and communications

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
<th>Included in Goals 1 – 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Included in Goals 1 – 5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 6.1.

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Services and Infrastructure - All Students</td>
<td>Basic Services and Infrastructure - All Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The district will continue to provide infrastructure for basic services to ensure effective system-wide support for schools and personnel, including:</td>
<td>1. The district continued to provide infrastructure for basic services to ensure effective system-wide support for schools and personnel, including:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Finance, payroll, and procurement services</td>
<td>a. Finance, payroll, and procurement services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. The Finance Division will continue to support the SDUSD community with timely financial updates, including presentation</td>
<td>i. The Finance Division provided timely financial updates and presentation materials to the community, stakeholders, site</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>$13,552,255</td>
<td>$7,929,696</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LCFF Base</td>
<td>LCFF Base</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$49,234,037</td>
<td>$53,169,451</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other - Other Unrestricted</td>
<td>Other - Other Unrestricted</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$1,736,276</td>
<td>$1,776,301</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other - Title I</td>
<td>Other - Title I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$185,108</td>
<td>$251,917</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other - Title II</td>
<td>Other - Title II</td>
</tr>
</tbody>
</table>
materials to increase the understanding of school financing. Targeted training and materials have been developed and will continue to be available for district staff. The Finance Team is collaborating with the Integrated Technology Team to provide online access to school and department level financial activity. Regular financial updates are provided to principals and site leaders in an effort to provide the clearest budget information to all stakeholders.

ii. The Strategic Sourcing and Contracts Department will continue to maximize the effectiveness, efficiency and economy in the procurement of goods and services, to provide excellent customer service, and to protect the district’s purchasing powers through standardized policies and procedures. The department will continue to focus on supporting schools and other departments by effectively and efficiently procuring goods and services through the use of competitively bid projects, cooperative contracting, and fostering partnerships with other public agencies. All

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>administration and district leadership at cluster meetings, principal institutes, and board of education meetings.</td>
<td>$29,167</td>
<td>Other - Restricted</td>
</tr>
<tr>
<td>ii. The Strategic Sourcing and Contracts Department hosted several training for staff to ensure the effectiveness and efficiency of the department is maximized.</td>
<td>$217,692</td>
<td>Other - Restricted</td>
</tr>
<tr>
<td>b. Trainings were provided to site administrators and central office managers on contract compliance, collective bargaining, procedures and grievances to ensure support for sites and to educate administrative staff about all aspects of employment-related contract compliance.</td>
<td></td>
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</tr>
<tr>
<td>c. Human Resources hosted an Operations Conference, focused on providing site administrators and central office managers with a variety of effective management practices to ensure effective system-wide support for schools and personnel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. In 2018-19 IT worked with school sites and instructional program offices to add 17 additional instructional applications to the student instructional portal for a total of 37 applications. The Clever portal allows students to access their applications in one place using their district assigned student ID and password with the flexibility of</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
services will continue to be provided in the most cost-effective manner with lowest possible cost to the district.

b. Legal, legislative, risk management, labor relations, and charter school services
c. Human resource services
d. Integrated Technology (IT)
e. Other operational services (e.g., distribution, real estate, etc.).
   i. Distribution Services will continue to support academic excellence in the classroom through its district-wide delivery system for textbooks, equipment, supplies and other resources, resupplying Full Option Science System (FOSS) kits; moving material and equipment to and from district sites, supporting cafeterias with food delivery; delivering and distributing intra-district mail; and managing the storage of inactive student records.

| school sites being able to subscribe to specific applications for their students, district wide sponsored applications, and teachers to add other class specific links for instructional content or other relevant tools. The primary goal being to make accessing technology easier for students and less work for schools to administer. For 2018-19, as of April 23, 2019 there have been 6.7 million logins as compared to 4 million logins total for all of 2017-18.

| Neighborhood School Enrollment Options (NSEO) conducted a special board workshop making recommendations for policy changes to maximize support for schools.
   i. Distribution Services continued to support academic excellence in the classroom by providing school bus transportation for students in VEEP/Magnet, Special Education, non-public programs and field trips. Distribution Services refurbished science kits, provided relocation assistance, mail services and long-term student record management.
### Action 6.2.

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communications - All Students</strong></td>
<td>1. Effective districtwide communication systems, methods, and strategies will continue to be provided within the district and extended to external stakeholders. Additional venues and strategies to effectively reach all stakeholders will be explored.</td>
<td>$1,424,973 LCFF Base</td>
<td>$1,386,167 LCFF Base</td>
</tr>
<tr>
<td></td>
<td><strong>Communications - All Students</strong> 1. The district instituted wide-ranging opportunities for broadening the effectiveness of internal and external communications across the district including directing training for district leaders in better communications at Back-To-School Operations conference in August, meeting regularly with principals and the Superintendent to support the public’s understanding of site-based initiatives, organized Teacher of the Year and supported Classified Employee of the Year events to celebrate the valued work of our staff, and communicate district initiatives to our influencers. Hosted expert SchoolMessenger training with the company’s subject matter expert for 30 district department representatives, ensuring information can continue to be disseminated efficiently and effectively to our staff, parents and guardians. Continued assisting principals with parent communication. Created, produced and distributed 14,000 quality Fast Facts brochures to help with public understanding of core district functions. Consistently produced email communications directly from the Superintendent, leveraging the power of her office to highlight the district’s position on relevant topics like gun violence and racism. Facilitated interviews between</td>
<td>$1,424,973 LCFF Base</td>
<td>$1,386,167 LCFF Base</td>
</tr>
</tbody>
</table>
2. The district will continue to improve and refine district and school websites to be more user-friendly and transparent, better organized, and mobile/tablet friendly for all stakeholders including parents, community and staff.
   a. Neighborhood Schools and Enrollment Options (NSEO) will continue to update the web pages related to enrollment including information on the Choice process, changes in site programs and offerings, and historical data on Choice acceptance rates.

3. The district will continue to expand the use of digital communications including webpages, electronic newsletters, social media, streaming and on-demand videos, and SchoolMessenger.
   a. Neighborhood Schools and Enrollment Options (NSEO) will send regular SchoolMessenger notices regarding Choice deadlines and special enrollment events.

4. Communications and information sharing with clusters will continue to be enhanced.
   staff and media related to district-wide topics. Produced and disseminated morning news clips for district directors in order to heighten the awareness of our media footprint and offer them the opportunity to analyze the perception of our impact on the community we serve.

2. In 2018-19 the district launched bidding process to redesign the district website. Neighborhood School Enrollment Options (NSEO) webpages were continuously updated to provide timely information to parents regarding enrollment policies and procedures, school programs offerings, and Choice acceptance data. NSEO created a new Early Childhood Education (ECE) enrollment page with pre enrollment information. NSEO was provided District home page real estate during key calendar time frames to inform parents of important enrollment events and deadlines.

3. Both NSEO and ECE utilized SchoolMessenger to regularly inform parents of important enrollment and choice deadlines and special enrollment events including weekend military enrollment events. Facebook, Instagram and Twitter accounts were used to further promote events and informed parents.

4. Representatives from the Communications department attended Cluster meetings, invited Cluster representatives to meet directly with Communications team to welcome feedback regarding communication options and offer support.
5. The district will continue to collaborate with the San Diego County Office of Education (SDCOE) and other districts on the development and distribution of standard, targeted messages to support student success.
   a. Neighborhood Schools and Enrollment Options (NSEO) staff will regularly attend SDCOE trainings related to interdistrict enrollment, and correspond/collaborate with other districts countywide regarding best enrollment practices.

6. Central Office departments will develop customer friendly systems and improve response times to district employees and external stakeholders, while striving to reach solutions at the lowest possible level.
   a. The Integrated Technology (IT) Division will replace the current district HelpDesk system which will allow staff to more easily submit and track status of their technical support cases. IT staff will have more options to communicate updates/status, and have consolidated resources to conduct troubleshooting and resolution to the technical support needs of staff and student systems/devices.
   b. The Special Education Division will continue its emphasis on improving response time and communication.
   c. Neighborhood Schools and Enrollment Options (NSEO) will 5. NSEO and ECE staff attended SDCOE conferences around Interdistrict Attendance Permit procedures, legislative changes relative to military enrollment, and compliance requirements for Pre k programs.

6. Central Office departments have developed customer friendly systems and improved response times to district employees and external stakeholders.
   a. In 2018-19 the IT Division replaced the former Helpdesk tracking system used to track and communicate service updates of nearly 50,000 cases received/processed annually. This has provided IT and the district with current technology to log, track, and resolve technical issues more efficiently including online access for staff to track their technical case status and a self-service password reset portal.
   b. The Special Education Division has continued its emphasis on improving response time and communication. A new leadership team in 2018-19 has worked with staff to develop new protocols to
continue to post frequent updates for staff with important information and directives relative to enrollment and school Choice.

d. The Family Welcome and Enrollment Center will continue to provide excellent and efficient customer service to the community and school sites. A new automated phone system provides specific information on commonly asked topics and questions. The e-options email response system is monitored daily. Department leadership provides customer service training on a bi-monthly basis on topics such as effective and courteous communication strategies, working with challenging customers, and improving response times.

e. The Family Welcome and Enrollment Center will update site and cluster videos that are streamed on the department’s television monitors. Student Netbooks with links to educational sites will be available for young children to access, along with a selection of thematic books for reading.

f. Neighborhood Schools and Enrollment Options (NSEO) will continue to provide priority support to school sites through a new phone system that will direct callers to input their employee ID and route the call to the next available staff member.

responding to all concerns within a 24-hour window.

c. NSEO posted regular updates via the Staff Portal for district enrollment staff including timely administrative and operational circulars, and updates to policies and procedures, forms, and templates. Excellent and efficient customer service is paramount in NSEO. The Vector phone system has been utilized by NSEO and also purchased for ECE staff.

d. eoptions@sandi.net email is responded to daily. Customer service training and follow up has been provided to all NSEO staff and will continue to be provided to both NSEO and ECE staff. Topics have included courteous and effective communication strategies, working with challenging customers, improving response times, professional atmosphere and collegial work environment, collaborative colleague support, and professional image.

e. Current video footage has been solicited and provided by school sites for streaming on the monitors. ECE is providing iPads for young children to use while parents are being assisted. A Kids’ Korner computer hub is available for older children to use while parents are working with enrollment staff.

f. Neighborhood Schools and Enrollment Options (NSEO) provided priority support to school
San Diego Unified School District

sites via the Vector phone system which direct callers to input their employee ID and route the call to the next available staff member.

**Action 6.3.**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
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</thead>
<tbody>
<tr>
<td><strong>Operations in Alignment with Vision 2020 and LCAP Goals - All Students</strong>&lt;br&gt;1. The district will continue its work with the California School Boards Association to ensure that all policies and regulations are in alignment with the district’s Vision 2020 and LCAP goals.</td>
<td><strong>Operations in Alignment with Vision 2020 and LCAP Goals - All Students</strong>&lt;br&gt;1. In the 2018-19 school year, the district adopted 47 Board Policies, 61 Administrative Regulations, and 22 Exhibits that were tailored to the district. From the beginning of the project in 2015-16 through 2018-19, the district has converted approximately two-thirds of its existing policies and procedures to CSBA format and numbering.&lt;br&gt;2. In 2018-19, the IT Division implemented a new IT Division project portfolio (<a href="https://www.sandi.net/itd/it-resources/it-division-project-portfolio">https://www.sandi.net/itd/it-resources/it-division-project-portfolio</a>) to provide transparency of the projects being managed and implemented by IT, while also providing staff an easy method to submit IT project requests online. IT also worked with the Leadership and Learning Instructional Officer to deploy the new FAST assessment platform district wide in 2018-19 giving teachers, site/central office administrators a comprehensive curriculum-based measurement system that provides curriculum-based assessments and can be used to monitor student outcomes.</td>
<td>See all actions</td>
<td>See all actions</td>
</tr>
<tr>
<td>2. The district will increase efficiency and streamline operations through the consolidation of similar services, and align service locations to allow for the maximum provision of services to students.&lt;br&gt;a. The Instructional Technology Department will add instructional applications that school sites may subscribe to for their students, and leverage new Clever functionality that allows adding other links in the student portal for instructional content or other relevant tools that will make accessing technology easier for students and reduce school administration time.</td>
<td></td>
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</tbody>
</table>

189
from targeted interventions specified by the district and sites.

## Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions and services were implemented and served as additional building blocks for the district’s work over the past six years to ensure that all parts of the organization work together to support student success through quality schools in every neighborhood. Including information gleaned from implementation in 2018-19, the district will focus its efforts in LCAP Goal 6 - Well-Orchestrated Districtwide Support Services and Communication, through continued commitment to streamlining operations and improving efficiencies.

In 2018-19, the district focused on improving basic services and infrastructure to ensure effective system-wide support for schools and personnel. August 2018, the district hosted an operations conference for site administrators, central office leadership and other management to prepare for the 2018-19 school year and train on efficient and effective communication both at the site level and central office level. This conference allowed managers to set-up information sessions to inform principals and others on any programmatic update or changes for the upcoming school year. Through this conference principals and other district personnel were able to deepen their understanding of various topics such as, Title IX, Neighborhood School and Enrollment Options (NSEO), School Police, Special Education, District Wellness Initiative and many more.

The instructional technology department continued its work with school sites to add 17 additional instructional applications to the student instructional portal for a total of 37 applications. The primary goal being to make accessing technology easier for students and less work for students to administer. For 2018-19 there have been 6.7 million logins as compared to 4 million logins total for all of 2017-18.

In 2018-19 the district created, produced and distributed 14,000 quality fast facts brochures to help with public understanding of core district functions, including: Academic Excellence in, Technology, Arts, Civics Education; Health, Wellness and World-Class Athletics, the districts impact on the local economy, schools recognized as California Gold Ribbon Schools, and the schools recognized in the California Distinguished Schools Program.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The effectiveness of the actions/services in this goal is measured based on the metrics in Goals 1 - 5 (e.g., implementation of the myriad activities...
by the Family Engagement Department). In addition, the district continues to use electronic means (e.g., SchoolMessenger, websites, social media) to increase engagement with stakeholders.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action/Service 6.1: No material difference.
Action/Service 6.2: Variance related to vacancies within Communications.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Actions/Services 6.1., 6.2., and 6.3. have been modified for 2019-20:
6.1. Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
6.2.2 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
6.2.3 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
6.2.5 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
6.2.6 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.
6.3.2 Additional detail has been added to the 2018/19 action and service describing how it will be accomplished in 2019-20.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Financial Input Process and Guiding Principles:

As developed in the 2017-18 school year the process includes school implementation of a multi-tiered approach of gathering and honoring feedback in planning for the 2019-20 budget and LCAP from a broad representation of district stakeholders, including parents, students, staff, community representatives and site leaders.
Continuing with our Guiding principles that were adopted in 2017-2018 all budget considerations were based on the adopted guided principles, which are:

1. Ensure each financial decision is rooted in district supports, structures, and capacity development that accomplish Vision 2020, the Local Control and Accountability Plan (LCAP), and future plans to improve outcomes for students.

2. Develop, maintain and communicate long-term strategies that ensure strong fiscal health for the district.

3. Use a disciplined approach to make financial decisions and hold ourselves accountable for each transaction as it relates to student outcomes and sound economic strategies aligned with Vision 2020 (i.e., decisions made with consideration to projected revenue and long-term obligations).

4. Regularly and openly have conversations with the public about fiscal projections, activities, accomplishments and engage key groups and stakeholders in an input process (i.e., Board meetings, LCAP input process, yearly school site budgeting process, yearly review of the organization, etc.).

5. Utilize creative and entrepreneurial approaches to seek funds through legislative advocacy at the local, state, and federal levels along with grants, partnerships and/or other funding mechanisms to support each and every student.

**ENGAGEMENT STRATEGIES**

**Surveys:**

Local Control and Accountability Plan (LCAP) and budget input opportunities were available to stakeholders in October and November 2018. School Site Principals in conjunction with their Site Governance Team (SGT) which includes: teachers (certificated union members), parents, community members, other school personnel, Classified School Employee Association (CSEA) representative, and one student at the secondary level along with their School Site Council (SSC) which includes parents, community members, staff, and students at secondary schools, were asked to review the LCAP and respond as a group to the following prompts:

- Actions and Services they would like to see enhanced
- Actions and Services they believe are the least valuable
- Actions and services they would like to see added

**Public Board Meetings**

LCAP implementation reports were provided to the Board and public throughout the year, and are posted on the district’s LCAP webpage at https://www.sandiegounified.org/lcap-board-presentations. Public testimony opportunities were available to all stakeholders including, bargaining units, community members, parents, teachers, and other personnel for each presentation.

The presentations included:

- December 11, 2018: LCAP Goal 3, focusing on Students with Disabilities and English Learners
- January 8, 2019: LCAP Goal 5, focusing on family and community engagement with highly regarded neighborhood schools that serve students, families and community families

- January 22, 2019: LCAP Goal 2, focusing on Visual and Performing Arts

- February 12, 2019: LCAP Goal 1, focusing on Hoover High School

- March 12, 2019: LCAP Goal 2, focusing on Civic Engagement

- April 9, 2019: LCAP Goal 1, focusing on Ethnic Studies and LCAP Goal 4, focusing on Positive School Climate and Culture

- April 23, 2019: Goal 3, focusing on Professional Growth System for Educators

On June 12, 2019, a Board workshop was held from 12:00 p.m. to 8:00 p.m. to present the draft 2019-20 LCAP to Board members and the public. The workshop included staff presentations from cabinet level leadership on LCAP Goals 1-6, and opportunities for public testimony on each goal. In collaboration with Parent Advisory Groups, the timing of the board workshop was specifically scheduled to ensure all stakeholders had a chance to participate in the workshop to both inform themselves of the proposed 2019-20 LCAP as well as engage in conversation for each district goal. The workshop was broken out into two sections, 12pm-5pm included staff presentations related to each goal, board dialogue, and public testimony. 6pm-8pm included a brief overview of each LCAP Goal, 1-6, and extended opportunity for public testimony.

The complete LCAP document will be submitted to the San Diego Unified School District Board of Education for first reading and public hearing on June 18, 2019, and second reading, public hearing and adoption on June 25, 2019.

**Cluster and Advisory Meetings:**

Upon review of the prior LCAP and input solicited early-on, revisions from staff and cabinet level leadership, which consists of administrators other than principals, were made to create an early draft of the 2019-20 LCAP. The early draft of the 2019-20 LCAP was made available for public review in early May. A survey instrument was provided for gathering input at cluster meetings. The early draft was also made available to all bargaining units, and presented by central office leadership to advisory groups including:

The Draft LCAP was presented to the Clusters on the following dates:

Hoover, June 3, 2019
Point Loma, June 3, 2019
Clairemont, May 9, 2019
District Advisory Council on Compensatory Education (DAC) on May 15, 2019 which is made up of representatives from the school site elected from and by members of each School Site Council (SSC), parents, members of the community, and non-administrative staff members.

District English Learner Advisory Committee (DELAC) on May 9, 2019 which includes representatives from school sites, parent/guardian of English learners, reclassified fluent English proficient (RFEP) and initially fluent English proficient.

Community Advisory Committee for Special Education (CAC) on May 30, 2019 which includes, parents of children with exceptional needs, parents of other pupils enrolled in school, representatives of public and private agencies or organizations, individuals concerned with the needs of individuals with exceptional needs, student with disabilities, adult with disabilities, Special Education teachers, other school personnel, general/regular education teachers and parents of students with exceptional needs who are also employees of the district.

Council of Associated Student Body (ASB) presidents on May 8, 2019

Each Union Representative (AASD, OSS, OTBS, PARA, POA, and SDEA) received an early copy of the draft LCAP to provide feedback.

District staff partnered and collaborated with the Crawford Community Cluster to increase parent involvement in the LCAP on May 17, 2019, May 31, 2019 and June 7, 2019. These workshops equipped parents with information on how the plan is funded, how it affects their schools and explored ways for parents to increase their involvement in developing the plan.
In collaboration with the DAC, LCAP presentations and engagement opportunities were increased in 2018-19 as LCAP reports were provided by subject matter expert district leaders at the following DAC meetings:

September 19, 2018: LCAP Goal 1

October 17, 2018: LCAP Goal 2, focusing on Visual and Performing Arts (VAPA)

November 14, 2018: LCAP Goal 2, focusing on meaningful graduation

December 19, 2018: LCAP Goal 3, focusing on Students with Disabilities and English Learners

January 23, 2019: LCAP Goal 5, focusing on family and community engagement with highly regarded neighborhood schools that serve students, families and community families

February 20, 2019: LCAP Goal 1, focusing on Hoover High School

March 20, 2019: LCAP Goal 2, focusing on Civic Engagement

April 24, 2019: Goal 4, focusing on Positive School Climate

May 15, 2019: LCAP Goals 1-6, focusing on review of the “User Friendly” LCAP

Collaboration with Advisory Chairs:
In 2018-19 a parent advisory chair meeting group was established to be in partnership with district parents and families in navigating the educational system to better serve our students using the LCAP. On May 6, 2019 and May 21, 2019, the group met with the District’s Family Engagement Team, and other district staff to review the Draft LCAP and provide suggestions.

Collaboration with San Diego County Office of Education:
On May 7, 2019, Children and Youth in Transition staff networked with the San Diego County Office of Education’s (SDCOE) Foster Youth Services Coordinating Program and Homeless Education Services to identify ways to meaningfully engage homeless and foster youth and their families in district activities, including the LCAP process. Neighborhood School and Enrollment Options (NSEO) and Early Childhood Education (ECE) staff regularly attended SDCOE trainings related to enrollment, and corresponded/collaborated with other districts countywide regarding best enrollment practices.

Examples of Engagement with a Community Partners:
In 2017-18 the District developed a working relationship with the Crawford-Hoover Community that was continued in 2018-19. On April 12, 2019, the district’s Instructional Cabinet, comprised of central office leadership, received a report and presentation from community members on the Crawford-Hoover Community Dialogue on Education that was held in February 2018 and November 2018. Representatives from the Crawford and Hoover Clusters reviewed the LCAP with stakeholders and developed recommendations for LCAP implementation and the development of the 2019-20 LCAP. Highlights of recommendations include:

1. Place highly qualified teachers and staff who are culturally proficient and experts in biliteracy in Crawford and Hoover community schools
2. More intensive and targeted support for students and greater consistency in school leadership, teachers, parent engagement efforts, and programs
3. Be intentional and proactive in information and engaging parents
4. Expand communication between school and parents
5. Develop ways to draw community stakeholders
6. Increase focus on healthy habits and healthy relationships
7. Increase safety and security for all on all campuses by working with staff and community to review each site safety plan

**LCAP Webpage:**
The district maintains an LCAP webpage that is available to all stakeholders at https://www.sandiegounified.org/what-lcap. It includes the full 2018-19 LCAP document, the draft “User Friendly” 2019-20 document in English and Spanish, an LCAP Infographic, and an e-mail address to which any stakeholder may submit feedback at any time (lcap@sandi.net). Previous LCAPs are also posted on the webpage for reference (2014-15, 2015-16, and 2016-17, 2017-18).

**Impact on LCAP and Annual Update**
How did these consultations impact the LCAP for the upcoming year?

The San Diego Unified School District’s 2019-20 input process included School Site Council (SSC) / Site Governance Team (SGT) LCAP Input, cluster meetings, focus groups, workshops and public board meetings.

The example of engagement with the district’s Crawford and Hoover cluster parents as described above resulted in the incorporation and/or continuation of many of their suggestions into the 2019-20 LCAP. In response to recommendation 1, the district maintains its commitment to the acquisition, development and retention of high quality staff. The district is continuing its commitment to increase the size, stability, and quality of the
applicant pool including, targeted outreach and support at bilingual educator events (3.1.b.1). The districts Youth Advocacy department has also developed a framework and introduction for culturally responsive teaching practices which includes “awareness” and “creating safe spaces” as a means of assisting teachers, principals and school site staff in creating safety and a sense of belonging for students with cultural connections and scaffolds (1.10.b.8). The district will also continue to identify and provide standards-aligned culturally relevant instructional materials and resources. This will include the inclusion of culturally relevant instructional materials through the development of guaranteed and viable curriculum.

In response to recommendation 2, the district has committed to prioritizing the five highest need clusters (Crawford, Hoover, Lincoln, Morse and San Diego).

In response to recommendations 3 and 4, the district will continue its dedication to provide dedicated translators and interpreters, trained to communicate specialized elements of special education and other supports to ensure parents, families and caregivers are fully included in the student’s education (1.7.b.1). The Office of Language Acquisition (OLA) will collaborate with and inform families and parents to provide organized English Learner (EL) support with emphasis the family outreach and support team collaborating with sites to create Cluster English Learner Advisory Committees. The family engagement team will continue to develop presentations, printed resources, and videos on the district’s early learning programs to inform parents and families of educational opportunities (1.10.b.1). In collaboration with the Special Education Department and the Ombudsman the Family Engagement Team will develop parent workshops with the district advisories and committees to inform and educate parents on the Local Control Accountability Plan (LCAP), Individual Education Plans (IEP), educational systems, etc., so that parents and community partners can make informed recommendations (5.1.a.12). The district will continue to increase written translation and oral interpretation services for families (1.8.a.6). In efforts for collaboration and inclusivity the district will continue to review and respond to cluster-specific needs and communication preferences. Area Superintendents will continue to work closely with Cluster Chairs to ensure cluster meetings are supported in every way possible (5.3.a.3)

In response to recommendation 5, the district will continue its annual districtwide subgroup, school and cluster family engagement survey will be conducted to identify strengths and areas for improvement in family engagement. The Family Engagement team will analyze data from this survey to understand parent viewpoints and identified strengths, what is working and areas for improvement in effort to support meaningful graduation and engagement (5.1.a.3).

In response to recommendation 6, in the 2018-19 school year the district Food and Nutrition Services department implemented a Day of Nutrition Education program which provided lessons in healthy eating habits for schools, which will continue in the 2019-20 school year. The district will continue providing high quality, nutrient dense meals for students in all school meal programs, including breakfast before the bell, breakfast in the classroom, nutrition break, lunch, after school snack and supper, and winter, spring and summer intersession meal programs. The district will also continue the love food not waste program, which diverts leftover prepared food from the landfill to hunger relief organizations and continue to reduce the amount of single-use plastic used in our meal programs (4.6).

In efforts to train and increase focus on healthy relationships the district will continue to build capacity at school sites for the implementation of Positive Behavioral Intervention and Supports (PBIS) and Restorative Justice Practice (RJP) framework. This effort will teach students social emotional competencies and behavioral expectations with increased clarity (4.1.a.3). The district will expand RJP and PBIS and provide professional
development to promote effective and positive behavioral support strategies at each school. The trainings will be focused on building site capacity and will also emphasize the important role Culturally Responsive Practices play in the discipline process to prevent, address and build cultures that are safe and inclusive of all students (1.10.b.8)

In response to recommendation 7, the district will continue to maintain clean, safe, environmentally friendly, and inviting schools that are worthy of our students and families and encourage successful teaching and learning. The district will ensure that school safety and security continue to be a priority that is monitored by school staff with the support of School Police Services, including student supervision; the annual update of School Safety Plans and Emergency Response Plans and inspection of Emergency Response Boxes; and School Safety Committees. Support will include training opportunities for all principals on safe school planning, along with tutorial videos for district staff posted on the district website (4.8.1). The Family Engagement Team will work in collaboration with School Police Services to strengthen community relations, provide resources and supports for at-risk youth and their families, identify community safety issues and support in community building (i.e., True Blue Program, Coffee with the Chief, school community walks, etc.). School Police Services will partner with Integrated Youth Services to continue building relationships and partnerships with school communities (5.6.4). The youth advocacy team will also continue to ensure that all schools are safe and inclusive environments for all students to thrive, with emphasis on vulnerable and at-risk students, including LGBTQIA, students with disabilities, English Learners (EL), students of color and students who may be targets of bullying motivated by either an actual or perceived attribute that includes but is not limited to race, religion, creed, color, marital status, parental status, veteran status, sex, sexual orientation, gender expression or identity, ancestry, national origin, ethnic group identification, age, mental or physical disability, immigration status or any other distinguishing characteristic.

Another example of collaboration with stakeholder feedback which had impact on the district LCAP and annual update is evidenced by the recommendations received from the Community Advisory Committee for Special Education. The district is increasing its commitment to provide meaningful graduation and the Special Education Division will continue to make improvements and refinements to the moderate/severe program to ensure meaningful graduation for students with disabilities (2.1.4). The district will also continue to perform ongoing collaboration with the Office of School Innovation and Integrated Youth Services, Leadership and Learning, and Instructional Cabinet to increase graduation rate for students with disabilities. Monthly meetings will take place in instructional cabinet, a group comprised of various district leaders, and parents to collaborate increasing graduation rate.

Goals, Actions, & Services
Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)
Unchanged Goal

Goal 1

Closing the Achievement Gap with High Expectations for All: All levels of the organization work to improve student achievement and close the achievement gap for all underperforming student groups.

State and/or Local Priorities addressed by this goal:

State Priorities: 4,5
Local Priorities: Vision 2020: Closing the achievement gap with high expectations for all.

Identified Need:

The California School Dashboard academic indicator shows that foster youth and students with disabilities are two student groups that performed two or more levels below “all student” performance on graduation rate and English Language Arts; and eight student groups (English Learners [EL], foster youth, homeless, socioeconomically disadvantaged, students with disabilities, African American, Latino, and Pacific Islander) were two or more levels below “all student” performance on mathematics. This is a clear indication that a need continues to exist to close the achievement gap for the most underperforming student groups.

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL Reclassification rate</td>
<td>14.4%</td>
<td>ELPAC Baseline</td>
<td>ELPAC Baseline + 10%</td>
<td>ELPAC Baseline + 20%</td>
</tr>
<tr>
<td>ELs making at least one year’s Progress in learning English</td>
<td>56.1%</td>
<td>ELPAC Baseline or local measure</td>
<td>ELPAC Baseline or local measure</td>
<td>ELPAC Baseline or local measure + 10%</td>
</tr>
<tr>
<td>ELs Achieving Proficiency in English</td>
<td>&lt;5 yrs cohort: 25.6% 5+ yrs cohort: 42.8%</td>
<td>&lt;5 yrs cohort: 25.6% 5+ yrs cohort: 42.8%</td>
<td>ELPAC Baseline + 10%</td>
<td>ELPAC Baseline + 20%</td>
</tr>
</tbody>
</table>
California Assessment of Student Performance and Progress

<table>
<thead>
<tr>
<th></th>
<th>ELA: 56% (DF3=+7.7)</th>
<th>ELA: 58%</th>
<th>ELA: 60%</th>
<th>ELA: 62%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math: 44% (DF3=−15.2)</td>
<td></td>
<td>Math: 47%</td>
<td>Math: 50%</td>
<td>Math: 53%</td>
</tr>
</tbody>
</table>

High school graduation rate

|                           | 91.2% | 91.7% | 92.2% | 92.7% |

High school dropout rate

|                           | 3.4% | 3.3% | 3.2% | 3.1% |

Early Assessment Program results

<table>
<thead>
<tr>
<th></th>
<th>ELA: 66%</th>
<th>ELA: 68%</th>
<th>ELA: 70%</th>
<th>ELA: 72%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math: 41%</td>
<td></td>
<td>Math: 44%</td>
<td>Math: 47%</td>
<td>Math: 50%</td>
</tr>
</tbody>
</table>

Middle school dropout rate (Grade 8)

|                           | 0.01% | 0.01% | 0.01% | 0.01% |

Planned Actions / Services

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1.1.a.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
</tr>
<tr>
<td>All; Students with Disabilities; GATE, African American, Latino</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Scope of Services selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

Actions/Services
<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
</table>
| **Multiple Measures and Data - All Students, Students with Disabilities, GATE, African American, Latino**<br>1. Analysis of formative assessments will inform the development of student learning plans and facilitate individual student goal setting, ongoing progress monitoring, and year-end effectiveness evaluation. | **Multiple Measures and Data - All Students, Students with Disabilities, GATE, African American, Latino**<br>1. Analysis of formative assessments will inform the development of student learning plans and facilitate individual student goal setting, ongoing progress monitoring, and year-end effectiveness evaluation. Area Superintendents will strengthen systems and structures for monitoring student outcomes. On-track graduation monitoring will include K-12 progress indicators. Reclassification rates will reflect English Language Proficiency Assessments for California (ELPAC) district- and school-wide baseline data. The language assessment instrument will be revised to build capacity to collect, code, and understand observational data. | **Multiple Measures and Data - All Students, Students with Disabilities, GATE, African American, Latino**<br>1. Analysis of formative assessments will inform the development of student learning plans and facilitate individual student goal setting, ongoing progress monitoring, and year-end effectiveness evaluation. Area Superintendents will strengthen systems and structures for monitoring student outcomes. On-track graduation monitoring will include K-12 progress indicators. Reclassification rates will reflect English Language Proficiency Assessments for California (ELPAC) district- and school-wide baseline data. Analysis of data from a universal screener will be used to facilitate the identification of students who may be in need of additional support in order to meet grade level standards. | 2. Through an integrated departmental model, central office instructional technology teachers will collaborate with other central office resource teachers, classroom teachers, and teacher teams around a repertoire of technology resources and the use of digital tools for formative assessment. Student-centered coaching includes setting specific targets for students that are rooted in the standards and curriculum and working collaboratively to ensure that targets are met. Impact is measured based on student learning. | 2. Through an integrated departmental model, central office instructional technology teachers will collaborate with other central office resource teachers, classroom teachers, and teacher teams around a repertoire of technology resources and the use of digital tools for formative assessment. Student-centered coaching includes setting specific targets for students that are rooted in the standards and curriculum and working collaboratively to ensure that targets are met. Impact is measured based on student learning. Math resources in collaboration with instructional technology teachers will continue to support school sites in...
3. Area superintendents will support schools in developing student goal-setting capacity.

4. Priority standards and proficiency scales will be used in the design of site-based assessment systems. Priority standards are a carefully selected subgroup of the entire set of the grade-specific and course-specific standards within each content area that students must know and be able to do by the end of each school year to be prepared for the standards at the next grade level or course. Proficiency scales represent a progression of learning goals with three levels of performance.

3. Area superintendents will support schools in developing student goal-setting capacity, including all principals developing goals aligned with the California State dashboard metrics for English Language Arts (ELA) and mathematics.

4. Critical concepts and proficiency scales will be used in the design of formative and summative site-based assessment systems. Priority standards are a carefully selected subgroup of the entire set of the grade-specific and course-specific standards within each content area that students must know and be able to do by the end of each school year to be prepared for the standards at the next grade level or course. Proficiency scales represent a progression of learning goals with three levels of performance.

4. Critical concepts will be used in the design of formative and summative site-based assessment systems. Priority standards are a carefully selected subgroup of the entire set of the grade-specific and course-specific standards within each content area that students must know and be able to do by the end of each school year to be prepared for the standards at the next grade level or course. Proficiency scales represent a progression of learning goals with three levels of performance.

Induction participating teachers will continue individual inquiries with coaching and monitoring student achievement. The Instructional Technology Department will continue to support the use of formative assessment tools in the work of the coaching cycles by modeling and supporting the effective use of these tools with central office resource teachers as well as classroom teachers. The Instructional Technology Department will continue to support the use of formative assessment tools in the work of the coaching cycles by modeling and supporting the effective use of these tools with central office resource teachers as well as classroom teachers. These tools will be an integral part of identifying students’ progress toward meeting learning targets as well as Common Core State Standards (CCSS) and will be present in future coaching cycles.

Using technology for teaching and learning, Induction participating teachers will continue individual inquiries with coaching and monitoring student achievement. The Instructional Technology Department will continue to collaborate with coaches in Student Centered Coaching Cycles, the STEAM program, and the authors of guaranteed and viable curriculum (GVC) to ensure utilization of best practices with formative assessments. They will continue their work in supporting TK/K STEAM teachers with curriculum as well as co-author curriculum for 1st and 2nd grade to ensure formative assessments are present. Support also includes presenting during professional learning opportunities. As the guaranteed and viable curriculum rolls out to middle and high schools, the Instructional Technology Department will collaborate for professional development as well as coach side by side in classrooms to ensure formative assessment tools are implemented as intended. Support also includes presenting during professional learning opportunities. As the guaranteed and viable curriculum rolls out to middle and high schools, the Instructional Technology Department will collaborate for professional development as well as coach side by side in classrooms to ensure formative assessment tools are implemented as intended.
progression of learning goals with three levels of difficulty - the target content, the simpler content, and the more complex content.

5. Use of the Multiple Factor Eligibility Matrix (MFEM) for identification of Gifted and Talented (GATE) eligibility will continue. The MFEM includes multiple sources of data including test scores, grades and special factors that are known to impact test scores. Matrix factors are weighed and include economic challenges, mobility rates, disabilities and English Learners (EL).

6. The achievement of students with disabilities will be monitored to inform the development of effective academic, attendance and behavior support plans. Professional development focusing on individualized instruction opportunities to meet unique learning and social/emotional and behavioral needs will be provided to ensure improved student outcomes. Additional trainings, based on site needs which will also focus on assessment, intervention, and monitoring of student data to increase academic outcomes will be developed.

7. African, African-American, and Latino student achievement will be monitored to inform the development of effective academic, attendance and behavior support plans.

difficulty – the target content, the simpler content, and the more complex content. The reading strategy will include high-leverage oral language expectations that coincide with trimester expectations. Coaches will embed critical concepts into coaching cycles, and provide teachers with capacity building professional development.

5. Use of the Multiple Factor Eligibility Matrix (MFEM) for identification of Gifted and Talented (GATE) eligibility will continue. The MFEM includes multiple sources of data including test scores, grades and special factors that are known to impact test scores. Matrix factors are weighed and include economic challenges, mobility rates, disabilities and English Learners (EL).

6. The achievement of students with disabilities will be monitored to inform the development of effective academic, attendance and behavior support plans. Professional development focusing on individualized instruction opportunities to meet unique learning and social/emotional and behavioral needs will be provided to ensure improved student outcomes. Additional trainings, based on site needs which will also focus on assessment, intervention, and monitoring of student data to increase academic outcomes will be developed.

7. African, African-American, and Latino student achievement will be monitored to inform the development of effective academic, attendance and behavior support plans.

This work will continue through the alignment of Multi-Tiered Systems of Support through the continuous improvement cycle and integrated
school teams. High schools will continue to receive site-specific data by grading period as well as weekly reports on attendance, chronic absenteeism, and suspensions in an effort to increase monitoring for student success.

8. Systematic assessment of student data related to their Academic, Socio-Emotional and Behavioral needs will be addressed by the implementation of Integrated Student Success Teams. The District will support sites in building staff capacity to support the needs of all students by providing protocols to: develop integrated teams, assess student data, monitor student progress and evaluate student achievement and effectiveness of Tier 1 interventions.

9. Over a three-year time period, school sites will build highly qualified integrated teams who work to discuss students that are currently outside the sphere of success to problem solve, design reading and social-emotional interventions, implement, monitor interventions, and revise as needed to integrate students back into the sphere of success. Integrated Team approach will follow an Integrated Multi-Tiered System of Support Framework to enhance student success.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$2,781,487</td>
<td>$2,507,996</td>
<td>$2,693,832</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
</tr>
<tr>
<td></td>
<td>Other - Title I</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Action 1.1.b.

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
</tr>
<tr>
<td>Specific Student Groups: English Learners</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**OR**

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

[Add Students to be Served selection here] [Add Scope of Services selection here] [Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple Measures and Data - English Learners</td>
<td>Multiple Measures and Data - English Learners</td>
<td>Multiple Measures and Data - English Learners</td>
</tr>
<tr>
<td>1. The Office of Language Acquisition (OLA) will develop and use English Language Development (ELD) Standard proficiency scales for area superintendents, site administrators, English Language Instructional Resource Teachers (ELIRT), classroom teachers, Instructional Leadership Teams (ILT) and Professional Learning Communities (PLC) to continuously analyze and evaluate EL progress.</td>
<td>1. The Office of Language Acquisition (OLA) will develop and use English Language Development (ELD) Bundles with SDUSD Critical Concepts for Area Superintendents, site administrators, English Language Instructional Resource Teachers (ELIRT), classroom teachers, Instructional Leadership Teams (ILT) and Professional Learning Communities (PLC) to continuously analyze and evaluate English Learner (EL) language progress toward</td>
<td>1. The Office of Language Acquisition (OLA) will develop and use English Language Development (ELD) Bundles with SDUSD Critical Concepts for Area Superintendents, site administrators, English Language Instructional Resource Teachers (ELIRT), and classroom teachers to develop learning and language targets to continuously analyze and evaluate English Learner (EL) language progress toward</td>
</tr>
</tbody>
</table>
The formative assessment cycle includes teachers and students setting goals to make progress toward the standard, and teachers and students using different assessment tools to monitor progress toward the goal.

### 2. The ELD Standard proficiency scales will be used with the Common Core State Standards (CCSS) proficiency scales to:

1. Monitor the progress of English Learners (EL) including Long Term English Learners (LTEL) and reclassified students.
2. Determine the short- and long-term needs of ELs.
3. Determine specific actions designed to accelerate EL language acquisition and learning.

### 2. The English Language Development (ELD) Bundles will be used with site proficiency scales to:

1. Monitor the progress of English Learners (EL) including Long Term English Learners (LTEL), newcomers and reclassified students.
2. Determine the short- and long-term needs of ELs.
3. Determine specific actions designed to accelerate EL language acquisition and learning.

### 3. TK-8 teachers who participated in Student Centered Coaching Cycles will set language goals and language targets using the English Language Development (ELD) Bundles as part of the formative assessment cycle.
San Diego Unified School District

of the initial coaching cycle process. Critical Concepts will be used to monitor progress, determine language needs, and determine next steps for language acquisition.

Development (ELD) Bundles as part of the initial coaching cycle process. Critical Concepts or language rubrics will be used to monitor progress, determine language needs, and determine next steps for language acquisition.

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### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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<tbody>
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<td>Amount</td>
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<td>See actions 1.1.a., 1.8.a., 1.8.c.</td>
<td>See actions 1.1.a., 1.8.a., 1.8.c.</td>
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</tr>
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**Action 1.2.a.**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

| All | All Schools (elem); Specific Grade Spans: Preschool, TK, K, 1, 2, 3 |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here] [Add Scope of Services selection here] [Add Location(s) selection here]

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Actions/Services
<table>
<thead>
<tr>
<th>Year</th>
<th>Actions/Services</th>
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</thead>
<tbody>
<tr>
<td><strong>2017-18</strong></td>
<td><strong>Support for Early Learning Programs – All Students, GATE, Students w Disabilities</strong></td>
</tr>
<tr>
<td></td>
<td>1. Gifted and Talented Education (GATE) services will transition to a site-based model, overseen by the Office of Leadership and Learning (elementary) and the Advanced Studies Department (secondary), with resources for principals such as a GATE resource binder/toolkit. Site-level professional development will ensure successful districtwide implementation.</td>
</tr>
<tr>
<td></td>
<td>2. Least restrictive environment data from the California Special Education Management Information System (CASEMIS) will be used to determine access and opportunity levels for students with disabilities to participate in educational services along with non-disabled peers.</td>
</tr>
<tr>
<td></td>
<td>3. First grade students will receive differentiated instruction to ensure reading proficiency by Grade 3.</td>
</tr>
<tr>
<td></td>
<td>4. The district will continue to supplement and provide Early Childhood Education services to</td>
</tr>
<tr>
<td><strong>2018-19</strong></td>
<td><strong>Support for Early Learning Programs – All Students, GATE, Students w Disabilities</strong></td>
</tr>
<tr>
<td></td>
<td>1. Gifted and Talented Education (GATE) services will transition to a site-based model, overseen by the Office of Leadership and Learning (elementary) and the Advanced Studies Department (secondary), with resources for principals updated annually, such as a Gifted and Talented Education (GATE) resource binder/toolkit. Site-level professional development will ensure successful district-wide implementation.</td>
</tr>
<tr>
<td></td>
<td>2. Least restrictive environment data from the California Special Education Management Information System (CASEMIS) will be used to determine access and opportunity levels for students with disabilities to participate in educational services along with non-disabled peers. Additionally, Individual Education Plan (IEP) services data and course schedule data will be used to ensure students with disabilities are provided appropriate access and opportunity to high quality instruction at all levels.</td>
</tr>
<tr>
<td></td>
<td>3. First grade students will receive differentiated instruction to ensure reading proficiency by Grade 3. A sustained focus of and inquiry into novice English Learner (EL) readers will be maintained, along with support for schools with high numbers of English Learners (EL) and development of early literacy demonstration sites.</td>
</tr>
<tr>
<td><strong>2019-20</strong></td>
<td><strong>Support for Early Learning Programs – All Students, GATE, Students w Disabilities</strong></td>
</tr>
<tr>
<td></td>
<td>1. Gifted and Talented Education (GATE) services will transition to a site-based model, overseen by the Office of Leadership and Learning with resources for principals updated annually, such as a GATE resource binder/toolkit. Site-level professional development will ensure successful district-wide implementation.</td>
</tr>
<tr>
<td></td>
<td>2. Least restrictive environment data from the California Special Education Management Information System (CASEMIS) will be used to determine access and opportunity levels for students with disabilities to participate in educational services along with non-disabled peers. Additionally, Individual Education Plan (IEP) services data and course schedule data will be used to ensure students with disabilities are provided appropriate access and opportunity to high quality instruction at all levels.</td>
</tr>
<tr>
<td></td>
<td>3. TK- grade 2 students will receive differentiated instruction to ensure reading proficiency by Grade 3. A sustained focus of and inquiry into novice English Learner (EL) and special needs readers will be maintained, along with support for schools with high numbers of English Learners (EL) and development of early literacy demonstration sites.</td>
</tr>
</tbody>
</table>
4. The district will continue to supplement and provide Early Childhood Education services to meet the needs of thousands of Low Income (LI) families throughout the region. Early Childhood Education leadership services will be organized to support preschool instruction across the district. Program Managers, Operations Specialists, and administrative support staff will be aligned/assigned specific cluster areas to maximize support, build relationships, and build a cohesive vision in alignment with district instructional efforts. Early Childhood Education will also convert open seats in areas that are under-enrolled to areas that are in need of additional spaces. AB 377 will begin, and additional 6.0 and 6.5 hour programs will be offered.

5. The Extended Learning Opportunities Department will continue to offer fee-based early educational opportunities.

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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<td>Other - Child Development Fund</td>
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<td></td>
<td>Other - Restricted</td>
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<td>Other - Restricted</td>
</tr>
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Action **1.2.b.**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
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<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
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</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
</tr>
<tr>
<td>All</td>
<td>All Schools (elem); Specific Grade Spans: Pre-K - 3</td>
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</table>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
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<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
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<td>[Add Students to be Served selection here]</td>
<td>[Add Scope of Services selection here]</td>
<td>[Add Location(s) selection here]</td>
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**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support for Early Learning Programs - English Learners, Foster Youth, Low Income 1. The Office of Language Acquisition (OLA) and early literacy staff will design a multi-year implementation model to build early learning language for English Learners (EL) in Grades TK-</td>
<td>Support for Early Learning Programs - English Learners, Foster Youth, Low Income 1. The Office of Language Acquisition (OLA) and Leadership and Learning Early Literacy staff will design a multi-year implementation model to build early learning language for English Learners (EL) in Grades TK-2. The model has a shared focus on literacy and language development across early learning systems and grades and serves to bridge the achievement gap for all underperforming student groups. High leverage instructional strategies will include structured interactive Read Aloud</td>
<td>Support for Early Learning Programs - English Learners, Foster Youth, Low Income 1. The Office of Language Acquisition (OLA) and Leadership and Learning Early Literacy staff will design a multi-year implementation model to build early learning language for English Learners (EL) in Grades TK-2. 2. The model has a shared focus on literacy and language development across early learning systems and grades and serves to bridge the achievement gap for all underperforming student groups. High leverage instructional strategies will include structured interactive Read Aloud</td>
</tr>
<tr>
<td>Modified</td>
<td>Modified</td>
<td>Modified</td>
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</tbody>
</table>
2. The model has a shared focus on literacy and language development across early learning systems and grades and serves to bridge the achievement gap for all underperforming student groups. High leverage instructional strategies will include structured interactive Read Aloud with explicit word language support across the literacy block (Integrated English Language Development [ELD]); connected designated English Language Development (ELD); talk centers; and storytelling/summarizing. The model aligns the Pre-K framework, Common Core State Standards (CCSS), the California English Language Development (ELD) Standards, and the English Language Arts (ELA/ELD) framework. Professional development will support the use and implementation of Common Core State Standards (CCSS) and English Language Development (ELD) priority standards and proficiency scales. A modified instructional schedule will be implemented to increase the amount of time students are engaged in reading activities and developing academic English language. Case study work to focus on novice English Learner (EL) readers and student-centered coaching work in schools with high numbers of English Learners (EL) will be implemented.

2. The district will continue its communication and recruitment strategies to ensure all eligible students participate in Pre-K and TK. The Office of Leadership and Learning’s Family Engagement team will develop presentations and videos on the district’s early learning programs to inform parents and families of early educational opportunities.

a. Presentations will be revised based on 2017-18 feedback and response.

b. Family Engagement community assistants will continue to inform and increase attendance for early learning programs.

3. The district will continue its communication and recruitment strategies to ensure all eligible students participate in Pre-K and TK. The Family Engagement Team will develop presentations and videos on the district’s early learning programs to inform parents and families of early educational opportunities.

a. Presentations will be revised based on District Parent Advisory feedback.

b. Family Engagement community assistants will continue to inform and increase attendance for early learning programs.
San Diego Unified School District

and ELD priority standards and proficiency scales. A modified instructional schedule will be implemented to increase the amount of time students are engaged in reading activities and developing academic English language.

2. The district will continue its communication and recruitment strategies to ensure all eligible students participate in Pre-K and TK. The Office of Leadership and Learning, in collaboration with Family and Community Engagement (FACE) will develop professional presentations and videos on the district’s early learning programs to inform parents and families of early educational opportunities.

<table>
<thead>
<tr>
<th>Budgeted Expenditures</th>
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</thead>
<tbody>
<tr>
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<tr>
<td><strong>Amount</strong></td>
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<tr>
<td><strong>Source</strong></td>
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<td><strong>Budget Reference</strong></td>
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**Action 1.2.c.**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

**Scope of Services:**

**Location(s):**
### Support for Early Learning Programs - English Learners, Foster Youth, Low Income

1. **First grade students will receive differentiated instruction to ensure reading proficiency by Grade 3.**

   - a. Developing strategy cards for oral language based on Common Core State Standards (CCSS) and current research.
   - b. A sustained focus of and inquiry into novice English Learner (EL) readers.
   - c. Development of demonstration sites throughout the district.

2. Lower class sizes will continue to be provided at elementary grades to benefit English Learners (EL), Foster Youth (FY), and Low Income (LI) students.

3. Targeted intervention and support will continue to be provided for at-risk learners including foster youth and low income students.

San Diego Unified School District

### San Diego Unified School District

<table>
<thead>
<tr>
<th>(Select from English Learners, Foster Youth, and/or Low Income)</th>
<th>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</th>
<th>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</th>
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<td>English Learners; Foster Youth; Low Income</td>
<td>LEA-wide</td>
<td>All Schools (elem)</td>
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### Actions/Services

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<th>Select from New, Modified, or Unchanged for 2018-19</th>
<th>Select from New, Modified, or Unchanged for 2019-20</th>
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<tbody>
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<td>Modified</td>
<td>Modified</td>
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</tbody>
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#### 2017-18 Actions/Services

**Support for Early Learning Programs - English Learners, Foster Youth, Low Income**

1. First grade students will receive differentiated instruction to ensure reading proficiency by Grade 3.

2. Lower class sizes will continue to be provided at elementary grades to benefit English Learners (EL), Foster Youth (FY), and Low Income (LI) students.

3. Targeted intervention and support will continue to be provided for at-risk learners including foster youth and low income students.

#### 2018-19 Actions/Services

**Support for Early Learning Programs - English Learners, Foster Youth, Low Income**

1. First grade students will receive differentiated instruction to ensure reading proficiency by Grade 3, including:
   - a. Developing strategy cards for oral language based on Common Core State Standards (CCSS) and current research.
   - b. A sustained focus of and inquiry into novice English Learner (EL) readers.
   - c. Development of demonstration sites throughout the district.

2. Lower class sizes will continue to be provided at elementary grades to benefit English Learners (EL), Foster Youth (FY), and Low Income (LI) students.

3. Targeted intervention and support will continue to be provided for at-risk learners including Foster Youth (FY) and Low Income (LI) students.

#### 2019-20 Actions/Services

**Support for Early Learning Programs - English Learners, Foster Youth, Low Income**

1. PreK - grade 2 students will receive differentiated instruction to ensure reading proficiency by grade 3, including:
   - a. Developing high leverage strategy cards for oral language based on Common Core State Standards (CCSS) and current research.
   - b. A sustained focus of and inquiry into novice English Learner (EL) and special needs readers.
   - c. Development of Pre-K site.

2. Lower class sizes will continue to be provided at elementary grades to benefit English Learners (EL), Foster Youth (FY), and Low Income (LI) students.

3. Targeted intervention and support will continue to be provided for at-risk learners including Foster Youth (FY) and Low Income (LI) students. These supports will include coaching for school personnel and the development of Multi-Tiered systems of support inclusive of students’ needs, family dynamics and community collaborations.
4. The district will continue to supplement and provide Early Childhood Education services to meet the needs of thousands of low-income families throughout the region.

4. The district will continue to supplement and provide Early Childhood Education services to meet the needs of thousands of Low Income (LI) families throughout the region. Classrooms will continue to be converted to serve families in areas of need. All other areas will continue to be maximized.

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**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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**Action 1.3.a.**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

All; Students with Disabilities; Specific Student Groups: African American, Latino)

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]
<table>
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<th>Select from New, Modified, or Unchanged for 2017-18</th>
<th>Select from New, Modified, or Unchanged for 2018-19</th>
<th>Select from New, Modified, or Unchanged for 2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modified</td>
<td>Modified</td>
<td>Modified</td>
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</tbody>
</table>

### 2017-18 Actions/Services

**Support for Student Access to High-Level Coursework Leading to Graduation - All Students, Students w Disabilities, African American, Latino**

1. Unlocking the Genius will be redesigned for Grade 7 students to ensure Grade 8 scheduling allows for off-campus work-based learning experiences.

2. Elementary and secondary counselors will work collaboratively to design a comprehensive sequence of Grades K-12 “backbone” experiences in which every student will engage. These experiences will be supported through the Integrated Multi-Tiered System of Supports (I-MTSS) in empowering all students toward successful completion. Experiences will be identified in the areas of college readiness, career readiness, and life readiness. Students will earn digital badges for their achievements which will be communicated to parents twice yearly.

### 2018-19 Actions/Services

**Support for Student Access to High-Level Coursework Leading to Graduation - All Students, Students w Disabilities, African American, Latino**

1. Unlocking the Genius will be redesigned for Grade 7 students to ensure Grade 8 scheduling allows for off-campus work-based learning experiences. Unlocking the Genius for Grades 6-12 will be updated/modified to capture the feedback given by counselors, students and staff. Lessons will be designed to include students in Grades TK-5.

2. Elementary and secondary counselors will work collaboratively to design a comprehensive sequence of Grades K-12 “backbone” experiences in which every student will engage. These experiences will be supported through the Integrated Multi-Tiered System of Supports (I-MTSS) in empowering all students toward successful completion. Experiences will be identified in the areas of college readiness, career readiness, and life readiness. Along with the Unlocking the Genius lessons being designed for students in Grades TK-5, the district will align with the American School Counselor Association (ASCA) Mindsets and Behaviors for Student Success: K-12 College and Career Readiness Standards for Every Student. Digital badges will be awarded to students in the

### 2019-20 Actions/Services

**Support for Student Access to High-Level Coursework Leading to Graduation - All Students, Students w Disabilities, African American, Latino**

1. Unlocking the Genius will be redesigned for Grade 7 students to ensure Grade 8 scheduling allows for off-campus work-based learning experiences. Unlocking the Genius for Grades 6-12 will be updated/modified to capture the feedback given by counselors, students and staff. Lessons will be designed to include students in Grades TK-5. We will continue to scale up Unlocking the Genius experiences for students in Elementary schools through an interdepartmental approach.

2. Elementary and secondary counselors will work collaboratively to design a comprehensive school counseling approach for Grades K-12 experiences in which every student will engage. These experiences will continue to be supported through the Integrated Multi-Tiered System of Supports (I-MTSS) in empowering all students toward successful completion. Experiences will continue be identified in the areas of college readiness, career readiness, and life readiness. Along with the Unlocking the Genius lessons being designed for students in Grades TK-5, the district will align with the American School Counselor Association (ASCA) Mindsets and Behaviors for Student Success: K-12 College and Career Readiness Standards for Every Student.
3. The Office of Secondary Schools, area superintendents, and site counselors will develop a rubric to standardize districtwide expectations in identifying at-risk students. The Early Warning System (EWS) that was piloted by the Children and Youth in Transition (CYT) Department in 2016-17 for middle and high schools will continue. It is designed to identify the students at risk within the areas of attendance, D and F grades, Grade Point Average (GPA) by grading period, citizenship, chronic tardiness, chronic absence, suspensions, referrals, and high school credits earned. Students identified as at-risk are designated to receive Tier 2 and Tier 3 services and supports as needed. The Online Student Profile System (OSPS) that assesses students at risk of not meeting district graduation requirements will continue.

4. Individual principal meetings will be held for every site to update College, Career and Technical Education (CCTE) pathways to ensure successful completion rates and availability of UC ‘a-g’ courses.

5. The number of work-based learning opportunities with industry partners will be increased at each secondary school.

6. Graduation rates and dropout prevention will be emphasized for students with disabilities, as informed by State Performance Plan Indicators for Special Education.

3. Integrated Youth Services, Area Superintendents, and site counselors will develop a rubric to standardize districtwide expectations in identifying at-risk students. The Early Warning System (EWS) that was piloted by the Children and Youth in Transition (CYT) Department in 2016-17 for middle and high schools will continue. It is designed to identify the students at risk within the areas of attendance, D and F grades, Grade Point Average (GPA) by grading period, citizenship, chronic tardiness, chronic absence, suspensions, referrals, and high school credits earned. Students identified as at-risk are designated to receive Tier 2 and Tier 3 services and supports as needed. The Online Student Profile System (OSPS) that assesses students at risk of not meeting district graduation requirements will continue.

4. Individual principal meetings will be held for every site to update College, Career and Technical Education (CCTE) pathways to ensure successful completion rates and availability of UC ‘a-g’ courses.

5. The number of work-based learning opportunities with industry partners will be increased at each secondary school.

6. Graduation rates and dropout prevention will be monitored for students with disabilities, as informed by State Performance Plan Indicators for Special Education and District Improvement Plans. The district will continue to work with the Special Education Community Advisory
7. Increased training and support will be provided on the development of Transition Plans for students with disabilities, and linking the plans to student educational programs and schedules.

8. Children and Youth in Transition (CYT) staff will be centralized to support multiple schools in monitoring student progress toward graduation and access to advanced pathways, with emphasis on students with disabilities, and African American and Latino students.

9. College, Career and Technical Education (CCTE) will continue to partner with school counselors to provide in-service trainings on CCTE pathways, UC ‘a-g’ approved courses, and UC/CSU articulation. All CCTE courses will be UC ‘a-g’ approved, articulated with the community college district, or nationally accredited (i.e., NIMS, NATEF). Articulation agreements with the community college district will be developed for five additional courses. Expansion of the Career Technical Education Equity Program (CTEEP) will increase the enrollment of underrepresented students in these courses.

10. Area superintendents, principals, the Office of Secondary Schools, secondary counselors, in Committee (SpEd CAC) to educate parents about graduation pathways and requirements. The Special Education Division and the Office of School Innovation and Integrated Youth Services will develop and align training to expand graduation pathways for students with disabilities.

7. Increased training and districtwide support will be provided on the development of Transition Plans for students with disabilities, and linking the plans to student educational programs and schedules. Central Office supports to site teams in the Change of Placement process with side by side coaching around appropriate Transition Plans will be implemented.

8. Children and Youth in Transition (CYT) staff will support multiple schools in monitoring youth in transition student progress toward graduation and post-secondary enrollment with emphasis on students with disabilities, and African American and Latino students.

9. College, Career and Technical Education (CCTE) will continue to partner with school counselors to provide in-service trainings on CCTE pathways, UC ‘a-g’ approved courses, and UC/CSU articulation. All CCTE courses will be UC ‘a-g’ approved, articulated with the community college district, or nationally accredited (i.e., NIMS, NATEF). Articulation agreements with the community college district will be developed for five additional courses. Expansion of the Career Technical Education Equity Program (CTEEP) will increase the enrollment of underrepresented students in these courses.

10. Area Superintendents, principals, the Office of School Innovation and Integrated Youth Services will develop and align training to expand graduation pathways for students with disabilities.

7. Increased training and districtwide support will be provided on the development of Transition Plans for students with disabilities, and linking the plans to student educational programs and schedules. Central Office supports to site teams in the Change of Placement process with side by side coaching around appropriate Transition Plans will be implemented.

8. Children and Youth in Transition (CYT) staff will continue to provide coaching to multiple schools in monitoring youth in transition student progress toward graduation and post-secondary enrollment with emphasis on students with disabilities, and African American and Latino students.

9. College, Career and Technical Education (CCTE) will continue to partner with school counselors to provide in-service trainings on CCTE pathways, UC ‘a-g’ approved courses, and UC/CSU articulation. All CCTE courses will be UC ‘a-g’ approved, articulated with the community college district, or nationally accredited (i.e., NIMS, NATEF). Articulation agreements with the community college district will be developed for five additional courses. Expansion of the Career Technical Education Equity Program (CTEEP) will increase the enrollment of underrepresented students in these courses.

10. Area Superintendents, principals, the Office of School Innovation and Integrated Youth Services will develop and align training to expand graduation pathways for students with disabilities.
collaboration with the Special Education Division and Office of Language Acquisition (OLA) will partner to ensure that appropriate structures, supports and resources are in place for all students to access rigorous UC ‘a-g’ coursework, support and interventions, stay on track to graduate and are prepared for college, career and community. Well-articulated pathways for Grades 6-12 will be developed and designed to meet the continuum of needs for students to graduate ready for college, career and community. Dual language pathways at targeted middle and high schools will be strengthened and expanded.

11. Children and Youth in Transition (CYT) staff will be centralized to support multiple schools in monitoring student progress toward graduation and access to advanced pathways, with emphasis on English Learners (EL) and youth in transition (foster, homeless).

12. Homeless and foster youth and refugee students will be supported by K-12 cluster resource teachers to monitor student achievement and provide interventions.

13. The Office of Language Acquisition (OLA) will continue to monitor student progress toward Services, secondary counselors, in collaboration with the Special Education Division and Office of Language Acquisition (OLA) will partner to ensure that appropriate structures, supports and resources are in place for all students to access rigorous UC ‘a-g’ coursework, support and interventions, stay on track to graduate and are prepared for college, career and community. Well-articulated pathways for Grades 6-12 will be developed and designed to meet the continuum of needs for students to graduate ready for college, career and community. Dual language pathways at targeted middle and high schools will be strengthened and expanded. Dual language pathways will be strengthened with support in implementing STEAM/Project Lead the Way Spanish curricular resources Dual Language course options (Spanish Language Arts [SLIM], French Language Arts [FLIM], and Mandarin Language Arts [MLIM]) will be added at Pershing Middle School.

11. Children and Youth in Transition (CYT) staff will support multiple schools in monitoring youth in transition student progress toward graduation and post-secondary enrollment with emphasis on English Learners (EL) and youth in transition (foster, homeless).

12. Homeless, foster youth (FY) and refugee students will be supported by K-12 intervention counselors to monitor student achievement and provide interventions.

13. The Office of Language Acquisition (OLA) Services, secondary counselors, in collaboration with the Special Education Division and Office of Language Acquisition (OLA) will partner to ensure that appropriate structures, supports and resources are in place for all students to access rigorous UC ‘a-g’ coursework, support and interventions, stay on track to graduate and are prepared for college, career and community. Well-articulated pathways for Grades 6-12 will be developed and designed to meet the continuum of needs for students to graduate ready for college, career and community. Dual language pathways at targeted middle and high schools will be strengthened and expanded. Dual language pathways will be strengthened with support in implementing STEAM/Project Lead the Way Spanish curricular resources Dual Language course options (Spanish Language Arts [SLIM], French Language Arts [FLIM], and Mandarin Language Arts [MLIM]) will be added at Pershing Middle School.

11. Children and Youth in Transition (CYT) staff will build capacity within multiple schools to support and monitor the progress of our children and youth in transition toward graduation and post-secondary enrollment with emphasis on English Learners (EL) and youth in transition (foster, homeless).

12. Services for our students experiencing homelessness, and those identified as foster youth and/or refugee will be provided by enhancing the capacity of our school sites to support identified school populations and building supports and resources that will support school sites in addressing student needs as determined by needs assessments.

13. The Office of Language Acquisition (OLA)
will continue to monitor student progress toward graduation and access to advanced pathways with an emphasis on English Learners (EL), students with disabilities, youth in transition and African-American and Latino students. The GradNation Team English Language Instructional Resource Teachers (ELIRTs) will meet with the Grade 9 cohort to monitor their progress toward graduation, follow up with identified cohort and review transcripts to ensure they are on track for graduation and facilitate students’ re-commitment.

### Budgeted Expenditures

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**Action 1.3.b.**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
### Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

| [Add Students to be Served selection here] |

### Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):  

| [Add Location(s) selection here] |

---

**OR**

### For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
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<th>Students to be Served:</th>
<th>Scope of Services:</th>
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<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
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</table>

| English Learners, Foster Youth, Low Income, Homeless | LEA-wide | All Schools |

#### Actions/Services

- Select from New, Modified, or Unchanged for 2017-18
- Select from New, Modified, or Unchanged for 2018-19
- Select from New, Modified, or Unchanged for 2019-20

<table>
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<th>2017-18 Actions/Services</th>
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<th>2019-20 Actions/Services</th>
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</table>
| **Support for Student Access to High-Level Coursework Leading to Graduation - English Learners, Foster, Homeless, Low Income**  
1. Grades 9 and 10 intervention counselors will support at-risk students, including foster, homeless and low income, through well-coordinated reconnection strategies.  
2. A comprehensive K-12 guidance plan will be developed that will include Strong and Strength Inventories to unlock the genius in all students, with emphasis on at-risk students. The Comprehensive School Counseling and Guidance Program (CSCGP) will be data-grounded and focused on the American School Counselor Association (ASCA) national model domains of academic, career, and social/emotional. The CSCGP will be | **Support for Student Access to High-Level Coursework Leading to Graduation - English Learners, Foster, Homeless, Low Income**  
1. Grades 9 and 10 intervention counselors will support at-risk students, including foster, homeless and low income (LI), and strengthen the coordination of reconnection strategies.  
2. Integrated Multi-Tiered Systems of Support (I-MTSS) will be implemented in Grades TK-12 through the Academics and Agency (A²) model by ensuring the essential elements and solution seeking processes are in place at all schools. | **Support for Student Access to High-Level Coursework Leading to Graduation - English Learners, Foster, Homeless, Low Income**  
1. *(Action/Service will not continue for 2019-20)*  
2. Integrated Multi-Tiered Systems of Support (I-MTSS) will be implemented in Grades TK-12 through the Academics and Agency (A²) model by ensuring the essential elements and solution seeking processes are in place at all schools. Alignment of IMTSS supports will continue through our IMTSS School Pilot and participating schools. |

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collaboratively designed with counselors during the 2017-18 academic year and aligned to the Integrated Multi-Tiered System of Supports (I-MTSS) emphasizing a balanced approach for program selection, monitoring, and evaluation to align with state and district data points for measuring student progress. Embedded within the CSCGP are a series of grade-level activities framed in essential questions (i.e., Who am I? How can I showcase my strengths and skills? How will I contribute to society?) These activities are designed to expose students to their strengths, interests, and values; help them explore these strengths, interests and values in context; and encourage students to showcase their learning through experience. This combination of actions empowers students to unlock their genius and increase their sense of agency. The CSCGP is predicated on the assertion that every student deserves a quality education preparing them to walk through life as confident contributors empowered to design their own journeys.

3. Counseling services will be centralized under the Office of Secondary Schools to ensure continued monitoring of student progress using multiple measures of student outcomes over time. Tutoring, homework assistance and credit recovery opportunities will be available through the 21st Century CCLC ASSETS grant. Introductory and foundational level CCTE courses will be updated. CPA/Linked Learning/CCPT schools will provide strategic Grade 9 course offerings designed to engage students in career-themed academies, small learning communities, and small schools. The number of guest speakers will be increased to provide enhanced career awareness and foster

3. (Completed 2017-18.)
career pathway interest. Professional
development will be provided to ensure vertical
alignment between middle schools and high
schools.
4. Lower class sizes will continue to be provided
at middle grades to benefit English Learners
(EL), Foster Youth (FY), and Low Income (LI)
students.

4. Lower class sizes will continue to be provided
at middle grades to benefit English Learners
(EL), Foster Youth (FY), and Low Income (LI)
students.

4. Lower class sizes will continue to be provided
at middle grades to benefit English Learners
(EL), Foster Youth (FY), and Low Income (LI)
students.

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<td><strong>Budget Reference</strong></td>
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**Action 1.4.a.**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here] [Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners; Foster Youth; Low Income LEA-wide All Schools
**Supplemental School Allocations for Multiple Levels of Support - English Learners, Foster Youth, Low Income**

1. All schools will receive additional services supported by a supplemental Local Control Funding Formula (LCFF) allocation proportionate to the number of English Learners (EL), Foster Youth (FY) and Low Income (LI) students. Each school will select the most appropriate supplemental interventions, classroom supports and/or professional development supports and services to meet the specific needs of the EL, FY, and LI students. All schools will set goals, design plans for improvement and provide multiple levels of support for all student groups identified in their Single Plan for Student Achievement (SPSA). School Site Councils (SSC) will work with school instructional team members in consultation with site advisory groups, including parents and community members, in SPSA development.

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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</table>

**Action 1.4.b.**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: Low Income

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Specific Schools: Title I Eligible (See Attachment A)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

**2017-18 Actions/Services**

**Supplemental School Allocations for Multiple Levels of Support - Low Income (Title I Schools)**
1. Eligible schools will receive supplemental Title I funds, proportionate to the number of Low Income (LI) students. Each school will provide supplemental educational services,

**2018-19 Actions/Services**

**Supplemental School Allocations for Multiple Levels of Support - Low Income (Title I Schools)**
1. Eligible schools will receive supplemental Title I funds, proportionate to the number of Low Income (LI) students. Each school will provide supplemental educational services,

**2019-20 Actions/Services**

**Supplemental School Allocations for Multiple Levels of Support - Low Income (Title I Schools)**
1. Eligible schools will receive supplemental Title I funds, proportionate to the number of Low Income (LI) students. Each school will provide supplemental educational services,
supports, and interventions to increase achievement based on the needs of their students.

### Budgeted Expenditures

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### Action 1.5.a.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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### Actions/Services

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Select from New, Modified, or Unchanged for 2018-19

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Select from New, Modified, or Unchanged for 2019-20

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<tr>
<td>Additional Intervention and Student Support - All Students, Students w Disabilities</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td><strong>1.</strong> A general education core course credit recovery Summer School program will be offered in 2017, and will include increased opportunities for students with disabilities to participate in summer programs based on individual student transition plans, graduation plans, and needs identified in Individual Education Plans (IEP).</td>
</tr>
<tr>
<td><strong>2.</strong> Innovation Centers will open at Lincoln and San Diego High Schools to offer UC ‘a-g’ approved curriculum for enrichment, acceleration and intervention.</td>
</tr>
<tr>
<td><strong>3.</strong> Integrated Technology (IT) staff will collaborate with central office resource teachers to expand online professional learning opportunities for administrators and teachers including additional RELY (resource library) modules, Google Apps for Education (GAFE) and Canvas Learning Management System and the monthly “Tech Tips” newsletter.</td>
</tr>
<tr>
<td><strong>4.</strong> Counseling services to support the unique, emotional and personal needs of students will be provided.</td>
</tr>
<tr>
<td><strong>5.</strong> Nursing services to support the academic, health and wellness needs of students will be provided.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Additional Intervention and Student Support - All Students, Students w Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> A general education core course credit recovery Summer School program will be offered in 2017, 2018, and 2019 and will include increased opportunities for students with disabilities to participate in summer programs based on individual student transition plans, graduation plans, and needs identified in Individual Education Plans (IEP).</td>
</tr>
<tr>
<td><strong>2.</strong> Innovation Centers will be fully staffed and operational at Crawford, Hoover, Morse, Lincoln and San Diego High Schools to offer UC ‘a-g’ approved curriculum for enrichment, acceleration and intervention.</td>
</tr>
<tr>
<td><strong>3.</strong> The Instructional Technology Department will continue to expand online professional learning opportunities for administrators and teachers. The focus of the monthly “Tech Tips” newsletter will move toward pedagogy and instruction, not just how to or technical information. The Principal’s Instructional Technology Static Page will be updated accordingly.</td>
</tr>
<tr>
<td><strong>4.</strong> Counseling services to support the unique, emotional and personal needs of students will be provided.</td>
</tr>
<tr>
<td><strong>5.</strong> Nursing services to support the academic, health and wellness needs of students will be provided, with a focus on: attendance; social emotional health; expansion of collaboration with community providers/partners and the inclusion of Health and Human services at each of the Wellness Centers; and working with other human services providers.</td>
</tr>
<tr>
<td>6. <strong>Instructional Technology staff</strong> will partner with central office resource teachers, classroom teachers, and teacher teams in student-centered coaching cycles to design differentiated and needs-based instruction using digital tools. Collaboration may include co-planning and co-delivery of instruction and job-embedded professional development.</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>7. All schools, site administrators and Area Superintendents will provide support in the development and implementation of quality Integrated Multi-Tiered Systems of Support (I-MTSS). The I-MTSS is composed of Tier 1 - Research-Based Core Instruction, Tier 2 - Targeted Intervention, and Tier 3 - Intensive Intervention. I-MTSS addresses academic as well as the social, emotional, and behavioral development of children from early childhood to graduation; provides multiple levels of support for all learners (struggling through advanced); and aligns resources and supports for students provided, with a focus on: attendance; social emotional health; expansion of collaboration with community providers/partners and the inclusion of Health and Human services at each of the Wellness Centers; and working with other departments through the District Wellness Initiative’s Council and Integrated Multi-Tiered Systems of Support (I-MTSS) framework to provide resources and interventions to support student achievement.</td>
</tr>
</tbody>
</table>

| 6. Instructional Technology staff will partner with central office resource teachers, classroom teachers, and teacher teams to design differentiated and needs-based instruction using digital tools. Collaboration may include co-planning and co-delivery of instruction and job-embedded professional development. Instructional Technology resource teachers will serve as consultants to all resource teachers in the Office of School Innovation and Integrated Youth Services and the Office of Leadership and Learning to focus on designing differentiated and needs-based instruction. The Instructional Technology Department will continue its work with resource teachers and possibly host another Day of Learning to engage teachers in experiences around thoughtful integration of technology. |
| 7. All schools, site administrators and Area Superintendents will provide support in the development and implementation of quality Integrated Multi-Tiered Systems of Support (I-MTSS). The I-MTSS is composed of Tier 1 - Research-Based Core Instruction, Tier 2 - Targeted Intervention, and Tier 3 - Intensive Intervention. I-MTSS addresses academic as well as the social, emotional, and behavioral development of children from early childhood to graduation; provides multiple levels of support for all learners (struggling through advanced); and aligns resources and supports for students provided, with a focus on: attendance; social emotional health; expansion of collaboration with community providers/partners and the inclusion of Health and Human services at each of the Wellness Centers; and working with other departments through the District Wellness Initiative’s Council and Integrated Multi-Tiered Systems of Support (I-MTSS) framework to provide resources and interventions to support student achievement. |

**San Diego Unified School District**
receiving instruction and for teachers and other support staff who are delivering the instruction. The I-MTSS model ensures that practices, policies, and programs are aligned on classroom, school, and district levels.

8. Support courses for middle and high school students identified as needing additional help in reading will be provided.

9. Professional development opportunities for College, Career and Technical Education (CCTE) teachers will be provided through the San Diego Writing Project.

10. After school tutoring and remediation will be provided through 21st Century CCLC funds. Middle and high school sites will be supported to use Scholastic Reading Inventory (SRI) and Scholastic Math Inventory (SMI) or other diagnostic data to build master schedules and supports for students.

11. The district will implement a strategic approach for CSI schools, including data assessment, evaluation and planning principal partnership support, and differentiated support for site specific needs.
## Budgeted Expenditures

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<th>Year</th>
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<td>a. Other - Title I</td>
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</tr>
</tbody>
</table>

## Action 1.5.b.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here] [Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners; Foster Youth; Low Income

LEA-wide

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Unchanged

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Modified

2019-20 Actions/Services
Additional Intervention and Student Support - English Learners, Foster Youth, Low Income
1. All high school students will have the opportunity to participate in UC ‘a-g’ approved online courses including Advanced Placement (AP), first time, and credit recovery courses.
2. Additional teachers may be allocated to schools after site enrollment is finalized. One of the factors considered is the numbers of English Learners (EL), Foster Youth (FY), and Low Income (LI) students.
3. The district will continue to offer additional educational opportunities for students who need academic support and enrichment (e.g., Saturday School, Extended Learning Opportunities).

Additional Intervention and Student Support - English Learners, Foster Youth, Low Income
1. All high school students will have the opportunity to participate in UC ‘a-g’ approved online courses including Advanced Placement (AP), first time, and credit recovery courses.
2. Additional teachers may be allocated to schools after site enrollment is finalized. One of the factors considered is the numbers of English Learners (EL), Foster Youth (FY) and Low Income (LI) students.
3. The district will continue to offer additional educational opportunities for students who need academic support and enrichment (e.g., Saturday School, Extended Learning Opportunities).

Additional Intervention and Student Support - English Learners, Foster Youth, Low Income
1. All high school students will have the opportunity to participate in UC ‘a-g’ approved online courses including Advanced Placement (AP), first time credit, and credit recovery courses.
2. Additional teachers may be allocated to schools after site enrollment is finalized. One of the factors considered is the numbers of English Learners (EL), Foster Youth (FY) and Low Income (LI) students.
3. The district will continue to offer additional educational opportunities for students who need academic support and enrichment (e.g., Saturday School, Extended Learning Opportunities, Response to Instruction Intervention (RTII)) and, continue working with multiple partnerships to design and expand the menu of academic and enrichment options aligned with the regular school day content in collaboration with school principals.

Budgeted Expenditures

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<tr>
<th>Year</th>
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### Action 1.6.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
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<th>Location(s):</th>
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<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
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<tr>
<td>English Learners, Foster Youth, Low Income</td>
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**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
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<th>Students to be Served:</th>
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<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
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### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
</table>
| **Cultural Proficiency – All Students, Students w Disabilities, African American, Latino**
  1. The district will continue to partner with the National Equity Project (NEP) to further expand professional development for staff to recognize personal bias and discriminatory practices and equip staff to effectively engage with the district’s diverse students, staff, and families.
  2. In collaboration with NEP, area superintendents will continue to ensure that principals lead for equity. Principal leadership conferences led by NEP facilitators, facilitative leadership, learning partnerships, and NEP site visits will continue. NEP facilitators will | **Cultural Proficiency – All Students, Students w Disabilities, African American, Latino**
  1. Area Superintendents will continue to use the tools and resources provided by the National Equity Project (NEP) to ensure that site leaders continue to strengthen equity leadership.
  2. *(Completed 2017-18.)* | **Cultural Proficiency – All Students, Students w Disabilities, African American, Latino**
  1. Area Superintendents will continue to use the tools and resources provided by the National Equity Project (NEP) and NISL to ensure that site leaders continue to strengthen equity leadership.
  2. *(Completed 2017-18.)* |

231
continue to lead regular equity sessions with instructional cabinet.

### Budgeted Expenditures

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</table>

### Action 1.7.a.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

| Students with Disabilities | All Schools |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

| [Add Students to be Served selection here] | [Add Scope of Services selection here] | [Add Location(s) selection here] |

### Actions/Services

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Select from New, Modified, or Unchanged for 2018-19  
Select from New, Modified, or Unchanged for 2019-20

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<tr>
<td>Modified</td>
<td>Modified</td>
<td>Modified</td>
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</tbody>
</table>
Additional Support for Students with Disabilities
To provide for improved outcomes and close the achievement gap for students with disabilities, the Special Education Division will coordinate, design, and provide for specialized and age-appropriate programs, services, and supports for students, birth to age 5, Grades TK-12, and ages 18-22. Programs and program services will include:
1. Providing special education teachers and assistants (e.g., mild/moderate, moderate/severe, resource specialists, deaf and hard of hearing).
2. Providing additional student support services (e.g., occupational therapy, physical therapy, nursing services, speech and language, and services for the visually impaired).
3. Providing instructional support, including:
   a. Resource and support staff to identify, develop, and provide professional development, coaching, and instructional tools and resources.
   b. Site administrators to provide guidance, leadership, and support for each area.
   c. The special education trans-disciplinary team providing training and support to administrators, teachers and paraeducators for English Learners (EL) with disabilities and monitoring and refining a comprehensive evaluation process for referrals, identification and placement, and appropriate services.
   d. Offering an Extended School Year (Summer Program).
   e. Providing specialized equipment, tools and resources to meet the instructional or physical needs of students.
   f. Providing professional development and
training in administrative support and leadership for special education; quality instruction at all grade levels; accommodations and modifications that lead to student success and access to instruction; high quality Individual Education Plan (IEP) development.

4. Providing central office support for program implementation, technical support, and oversight for state and federal requirements.

5. Offering a variety of specialized schools.

6. Developing, implementing, and monitoring quality student-centered Individual Education Plans (IEPs), including documentation and adherence to requirements and timelines.

7. Providing quality professional development opportunities for both certificated and classified staff to build capacity in providing high quality instructional opportunities for students with disabilities and administrator support training focused on understanding and leading high quality IEPs and translating those IEPs into high quality instruction for students with disabilities. Central office resource teachers and administrators will continue their work in support of the coaching and learning cycles at school sites to provide targeted feedback on best practices for students with disabilities to teachers, administrators, and Professional Learning Communities (PLC).

f. Providing professional development and training in administrative support and leadership for special education; quality instruction at all grade levels; accommodations and modifications that lead to student success and access to instruction; high quality Individual Education Plan (IEP) development.

4. Providing central office support for program implementation, technical support, and oversight for state and federal requirements.

5. Offering a variety of specialized schools.

6. Developing, implementing, and monitoring quality student-centered Individual Education Plans (IEPs), including documentation and adherence to requirements and timelines.

7. Providing quality professional development opportunities for both certificated and classified staff to build capacity in providing high quality instructional opportunities for students with disabilities and administrator support training focused on understanding and leading high quality Individual Education Plans (IEPs) and translating those IEPs into high quality instruction for students with disabilities. Central office resource teachers and administrators will continue their work in support of the coaching and learning cycles at school sites to provide targeted feedback on best practices for students with disabilities to teachers, administrators, and Professional Learning Communities (PLC). A “New Teacher Academy” will be established in partnership with the Teacher Induction program to support the work of new Special Education teachers and interns.

f. Providing professional development and training in administrative support and leadership for special education; quality instruction at all grade levels; accommodations and modifications that lead to student success and access to instruction; high quality Individual Education Plan (IEP) development.

4. Providing central office support for program implementation, technical support, and oversight for state and federal requirements.

5. Offering a variety of specialized schools.

6. Developing, implementing, and monitoring quality student-centered Individual Education Plans (IEPs), including documentation and adherence to requirements and timelines.

7. Providing quality professional development opportunities for both certificated and classified staff to build capacity in providing high quality instructional opportunities for students with disabilities and administrator support training focused on understanding and leading high quality Individual Education Plans (IEPs) and translating those IEPs into high quality instruction for students with disabilities. A “New Teacher Academy” will be established in partnership with the Teacher Induction program to support the work of new Special Education teachers and interns.

8. Ongoing collaboration with the Office of School Innovation and Integrated Youth Services, Leadership and Learning, and Instructional Cabinet to increase graduation rate
8. Ongoing collaboration with the Office of Secondary Schools to increase graduation rates for students with disabilities.
9. Reviewing and examining the continuum of placement and service options at all levels, Pre-K – age 22.
10. Improving systemic supports and communication from the Special Education Division.

Services to increase graduation rates for students with disabilities.
9. Reviewing and examining the continuum of placement and service options at all levels, Pre-K – age 22. This work will continue as a partnership committee (San Diego Education Association [SDEA] representatives, SpEd CAC representatives, Special Education Division representatives) into the 2018-19 school year.
10. Improving systemic supports and communication from the Special Education Division.

for students with disabilities.
9. Reviewing and examining the continuum of placement and service options at all levels, Pre-K – age 22. This work will continue as a partnership committee (San Diego Education Association [SDEA] representatives, SpEd CAC representatives, Special Education Division representatives) into the 2019-20 school year.
10. Improving systemic supports and communication from the Special Education Division.

Budgeted Expenditures

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<th>Year</th>
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<td>b.</td>
<td>1000, 2000, 4000, 5000, 6000, 7000</td>
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</tbody>
</table>

Action 1.7.b.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: Location(s):
### Additional Support for Unduplicated Students (English Learners, Foster Youth, and Low Income)

To provide for improved outcomes and close the achievement gap for students with disabilities, the Special Education Division will coordinate, design, and provide for specialized and age-appropriate programs, services, and supports for students, birth to age 5, Grades TK-12, and ages 18-22. Programs and program services will include:

1. Providing dedicated translators and interpreters, trained to communicate specialized elements of special education and other supports to ensure parents, families, and caregivers are fully included in the student’s education.

### Additional Support for Unduplicated Students (English Learners, Foster Youth, and Low Income)

To provide for improved outcomes and close the achievement gap for students with disabilities, the Special Education Division will coordinate, design, and provide for specialized and age-appropriate programs, services, and supports for students, birth to age 5, Grades TK-12, and ages 18-22. Programs and program services will include:

1. Providing dedicated translators and interpreters, trained to communicate specialized elements of special education and other supports to ensure parents, families, and caregivers are fully included in the student’s education.

The Special Education translation/interpreter department will be relocated to Kimbrough Elementary School to continue to reduce travel...
2. Increased emphasis on behavioral supports and systems in schools to reduce the number of suspensions, expulsions and out of school placements (in alignment with the district’s restorative practices and PBIS work).

3. The district will continue to provide additional teachers to lower special education caseload and class sizes to focus additional support for English Learners (EL), Foster Youth (FY) and Low Income (LI) students.

4. The district will maintain its focus on centralized support over-represented students.

2. Increased emphasis on behavioral supports and systems in schools to reduce the number of suspensions, expulsions and out of school placements (in alignment with the district’s Restorative Justice Practices [RJP] and Positive Behavioral Interventions and Support [PBIS] work). Continuing education for school sites and Special Education staff regarding alternatives to expulsion will be provided.

3. The district will continue to provide additional teachers to lower special education caseloads and class sizes to focus additional support for English Learners (EL), Foster Youth (FY) and Low Income (LI) students.

4. The district will maintain its focus on centralized support of over-represented students within special education, specifically English.
San Diego Unified School District

within special education, specifically English Learners (EL), Foster Youth (FY) and Low Income (LI) students.

Learners (EL), Foster Youth (FY) and Low Income (LI) students.

Learners (EL), Foster Youth (FY) and Low Income (LI) students.

### Budgeted Expenditures

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### Action 1.8.a.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

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<th>Location(s):</th>
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<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
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| [Add Students to be Served selection here] | [Add Location(s) selection here] |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
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</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
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| English Learners | LEA-wide | All Schools |

### Actions/Services

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<tr>
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<th>Select from New, Modified, or Unchanged for 2018-19</th>
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</thead>
<tbody>
<tr>
<td>Modified</td>
<td>Modified</td>
<td>Modified</td>
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</table>
**2017-18 Actions/Services**

### Additional Support for English Learners

1. The Office of Language Acquisition (OLA) will collaborate with and inform families and parents to provide organized English Learner (EL) support with an emphasis on:
   - a. Collaborating with schools to engage, sustain, and grow English Learner Advisory Committees (ELAC).
   - b. Providing training and support for the annual testing of English proficiency using the ELPAC.
   - c. Using reclassification rates to set baseline.
   - d. Best first practices for English Learners (EL) identified in the California ELA/ELD Framework.
   - e. Integrated Multi-Tiered Systems of Support (I-MTSS) for English Learner (EL) achievement by utilizing the priority standards and proficiency scales.
   - f. Students with Interrupted Formal Education (SIFE)/Refugee Committee.

### 2018-19 Actions/Services

### Additional Support for English Learners

1. The Office of Language Acquisition (OLA) will collaborate with and inform families and parents to provide organized English Learner (EL) support with an emphasis on:
   - a. OLA will design a Family Outreach and Support Team that includes designated English Language Instructional Resource Teachers (ELIRT) collaborating with sites to create Cluster English Learner Advisory Committees (ELAC) in the Madison and Henry Clusters and continued support to all other clusters, providing additional support to establish and grow ELACs such as developing modules with meeting content for principals to use with ELACs, and presenting English Learner (EL) data at cluster meetings.
   - b. Providing training and support for the annual testing of English proficiency using the English Language Proficiency Assessments for California (ELPAC).
   - c. Developing district criteria based on State recommendations.
   - d. Design a menu of options identifying best first practices for English Learners (EL) identified in the California English Language Arts/English Language Development (ELA/ELD) Framework. ELD Specialists and English Language Instructional Resource Teachers (ELIRTs) will design professional development sessions focused on Designated ELD lessons modeling language support correlated to different content areas (e.g., Number Talks-Mathematics, Science, or ELA).
   - e. Integrated Multi-Tiered Systems of Support (I-MTSS) for English Learner (EL) by incorporating...
2. Area superintendents, Common Core Cluster Support Teachers (CCCST), English Language Instructional Resource Teachers (ELIRT), in collaboration with the Office of Language Acquisition (OLA), will organize to support schools in the prevention of Long Term English Learners (LTEL) and underperforming reclassification students. English Language Instructional Resource Teachers (ELIRT) and school site English Learner (EL) coordinators will meet to review the reclassification process and expectations, discuss and inform protocol with parents/guardians through site English Learner Advisory Committees (ELAC), and conduct reclassification goal-setting conversations with students. During student-centered coaching cycles, focus on priority standards and proficiency scales for both Common Core and ELD Standards.

3. To promote accelerated English Language Development (ELD), English Learners (EL) will be provided with appropriate Integrated and Designated ELD instruction until they are reclassified as English proficient. Integrated (EL) achievement by utilizing the strategies adopted by district training and research based practices.

f. Students with Interrupted Formal Education (SIFE)/Refugee Committee, including conducting two Working Group meetings in the Hoover and Crawford Clusters in an effort to transition and establish SIFE (site) committees to support International Centers. This model will invite and encourage teacher, counselor, community and student voice. The intention is to address the specific needs of students at the site and develop a replicable process for welcoming, engaging, and supporting the needs of refugee students and their families.
ELD with an emphasis on acquiring academic English (language of the discipline and/or content) will be focused across Grades K-12. At the elementary level, daily Integrated and Designated ELD instruction will be provided utilizing the proficiency standards and proficiency scales. Middle and high school master schedules will provide appropriate courses, levels, and sections of Designated ELD classes to support enrolled English Learners (EL). Schools with high numbers of recently arrived/immigrant students will provide daily Integrated and Designated ELD instruction as well as access to grade level core curriculum, and ensure that they are provided appropriate differentiated instruction.

3. To promote accelerated English Language Development (ELD), English Learners (EL) will be provided with appropriate Integrated and Designated English Language Development (ELD) instruction until they are reclassified as English proficient. Integrated ELD with an emphasis on acquiring academic English (language of the discipline and/or content) will be focused across Grades K-12. At the elementary level, daily Integrated and Designated ELD instruction will be provided utilizing the Critical Concepts and ELD Bundles. Middle and high school master schedules will provide appropriate courses, levels, and sections of Designated ELD classes to support English Learners (EL). Schools with high numbers of recently arrived/immigrant students will provide daily Integrated and Designated ELD instruction as well as access to grade level core curriculum, and ensure that they are provided appropriate differentiated instruction.

4. English Language Development instructional specialists (central office secondary team) from the Office of Language Acquisition (OLA) will support selected middle schools offering Academic Language Development (ALD) courses by co-teaching Lucy Calkins Writing Units of Study.

5. The district will continue to offer a Summer School program that provides opportunities and support for acceleration of English Learners (EL).

6. The district will increase written translation and oral interpretation services for families.

7. The district will develop an English Learner (EL) master plan that includes student expectations, grade level goals and well-articulated pathways for 21st Century college, career, and community readiness.

4. English Language Development (ELD) instructional specialists and or English Language Instructional Resource Teachers from the Office of Language Acquisition (OLA) will support middle schools offering professional development modules and staff development focused on strategies to support academic language acquisition and access to core content. ELD specialists will adopt sites to create learning labs.

5. The district will continue to offer a Summer School program that provides opportunities and support for acceleration of English Learners (EL).
8. The Office of Language Acquisition (OLA) will meet with the Students with Interrupted Formal Education (SIFE) and refugee students’ committee on a quarterly basis to discuss best practices and strategies to support student progress. The committee, composed of staff, parents, community members and students, will seek solutions for the unique academic social and emotional needs of SIFE and refugee students. (SIFE includes students in Grades 4-12 who have experienced disruptions in their education in their native countries and/or the United States such that they are one or more years behind their grade level peers academically, and/or are unfamiliar with the culture of schooling.)

6. The district will increase written translation and oral interpretation services for families.

7. The district will develop an English Learner (EL) master plan that includes student expectations, grade level goals and well-articulated pathways for 21st Century college, career, and community readiness.

8. The Office of Language Acquisition (OLA) will meet with the Students with Interrupted Formal Education (SIFE) and refugee students’ committee Working Group twice per year to adjust, refine and ideate on the site SIFE model. The committee composed of staff, parents, community members and students, will seek solutions for the unique academic social and emotional needs of SIFE and refugee students. (SIFE includes students in Grades 4-12 who have experienced disruptions in their education in their native countries and/or the United States such that they are one or more years behind their grade level peers academically, and/or are unfamiliar with the culture of schooling.) Site committee meetings will be strategically aligned with schools with International Centers (e.g., Crawford High School, Mann Middle School) to allow school/teacher collaboration, building awareness of specific needs, and joint solution seeking for each student.

6. The district will increase written translation and oral interpretation services for families.

7. The district will develop an English Learner (EL) Roadmap (master plan) that includes student expectations, grade level goals and well-articulated pathways for 21st Century college, career, and community readiness.

8. The Office of Language Acquisition (OLA) will meet with the Students with Interrupted Formal Education (SIFE) and refugee students’ committee Working Group twice per year to adjust, refine and ideate on the site SIFE model. The committee composed of staff, parents, community members and students, will seek solutions for the unique academic social and emotional needs of SIFE and refugee students. (SIFE includes students in Grades 4-12 who have experienced disruptions in their education in their native countries and/or the United States such that they are one or more years behind their grade level peers academically, and/or are unfamiliar with the culture of schooling.) Site committee meetings will be strategically aligned with schools with International Centers (e.g., Crawford High School, Mann Middle School) to allow school/teacher collaboration, building awareness of specific needs, and joint solution seeking for each student.

**Budgeted Expenditures**

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</table>
### Action 1.8.b.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
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</table>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

[Add Students to be Served selection here] [Add Scope of Services selection here] [Add Location(s) selection here]

### Additional Support for English Learners

1. The Office of Language Acquisition (OLA) will provide professional learning opportunities that focus on instruction and supports for English learners (EL) (e.g. biliteracy, dual language, and secondary world language) and oversight of state and federal requirements. In collaboration with area superintendents and Instructional Support Officers, OLA will identify schools with high percentages of English Learners (EL) and coordinate a student-

2017-18 Actions/Services:

- Modified

2018-19 Actions/Services:

- Modified

2019-20 Actions/Services:

- Modified
centered coaching cycle to build teacher capacity to serve English Learners (EL) and record student progress. OLA, with the support of the English Language Instructional Resource Teachers (ELIRT) will provide supports for dual language schools focused on the adopted curriculum for Grades K-3.

supports for dual language schools focused on the adopted curriculum for Grades K-3. The Adelante Instructional Resource Support Cycle will be aligned to the Student Centered Coaching Cycle structure.

provide supports for dual language schools focused on the adopted curriculum for Grades K-5. The Adelante Instructional Resource Support Cycle will be aligned to the Student Centered Coaching Cycle structure.

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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<tr>
<td>Amount</td>
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</table>

Action 1.8.c.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Specific Student Groups: English Learners  
All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]  
[Add Scope of Services selection here]  
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18  
Select from New, Modified, or Unchanged for 2018-19  
Select from New, Modified, or Unchanged for 2019-20
Additional Support for English Learners
1. The Office of Language Acquisition (OLA) will provide professional learning opportunities that focus on instruction and supports for English learners (EL) (e.g. biliteracy, dual language, and secondary world language) and oversight of state and federal requirements. In collaboration with area superintendents and Instructional Support Officers, OLA will identify schools with high percentages of English Learners (EL) and coordinate a student-centered coaching cycle to build teacher capacity to serve English Learners (EL) and record student progress. OLA, with the support of the English Language Instructional Resource Teachers (ELIRT) will provide supports for dual language schools focused on the adopted curriculum for Grades K-3.

Additional Support for English Learners
1. The Office of Language Acquisition (OLA) will provide professional learning opportunities that focus on instruction and supports for English Learners (EL) (e.g., biliteracy, dual language, and secondary world language) and oversight of state and federal requirements. In collaboration with the Office of School Innovation and Integrated Youth Services and Area Superintendents, OLA will provide support to schools with English Learners (EL) through the implementation of Science, Technology, Engineering and Math (STEAM) pathways to disrupt, discover, and dream (a multiple year grant project in the Kearny, Clairemont, Mission Bay, and Point Loma Clusters).

Budget Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
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Action 1.9.
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: Location(s):
**San Diego Unified School District**

<table>
<thead>
<tr>
<th>(Select from All, Students with Disabilities, or Specific Student Groups)</th>
<th>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</th>
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</thead>
<tbody>
<tr>
<td>All</td>
<td>All Schools</td>
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</table>

**OR**

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

<table>
<thead>
<tr>
<th><strong>Students to be Served:</strong></th>
<th><strong>Scope of Services:</strong></th>
<th><strong>Location(s):</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
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<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Scope of Services selection here]</td>
<td>[Add Location(s) selection here]</td>
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**Actions/Services**

<table>
<thead>
<tr>
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<th>Modified</th>
<th>Modified</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2017-18 Actions/Services</strong></td>
<td><strong>2018-19 Actions/Services</strong></td>
<td><strong>2019-20 Actions/Services</strong></td>
</tr>
</tbody>
</table>
| **Additional Support for Foster and Homeless Youth**  
1. Resource teachers will work alongside area superintendents and supporting departments to monitor academic progress, attendance rates and behavioral data of youth in transition (i.e., homeless/foster) to develop a tiered level of support and resources for elementary, middle and high schools within the same articulation pattern.  
2. A Children and Youth in Transition (CYT) resource teacher will coordinate and collaborate with the area superintendents, supporting departments and school sites to develop tiered interventions to address site and student needs, as well as issues impacting students identified as being in transition. Interventions may include or address communication with parents/guardians, | **Additional Support for Foster and Homeless Youth**  
1. *(Moved to Section 4.3.a./b.2.)* | **Additional Support for Foster and Homeless Youth**  
1. *(Moved to Section 4.3.a./b.2.)* |
| 2. *(Moved to Section 4.3.a./b.2.)*. | | 2. *(Moved to Section 4.3.a./b.2.)*. |
| 3. Children and Youth in Transition (CYT) will develop and provide resources and work with identified families and students (i.e., military, | | 3. Children and Youth in Transition (CYT) department will continue to build site capacity |
safety, attendance, basic needs, and barriers to a student’s education or academic interventions.

3. The Family and Community Engagement (FACE) team, in collaboration with Children and Youth in Transition (CYT), will develop and provide resources and work with identified families and students (i.e., military, homeless, foster) to offer parent/community engagement opportunities to increase students’ academic and social emotional achievement. and provide resources to school sites as needed in order to support students and families. The CYT Department will also continue its collaboration with community agencies, community partners and CYT organizations within the San Diego community to increase students’ academic, social/emotional and college/career readiness and supports.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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<tbody>
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<td>Budget Reference</td>
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<td>See actions 4.3.a., 4.3.b.</td>
<td>See actions 4.3.a., 4.3.b.</td>
</tr>
</tbody>
</table>

### Action 1.10.a.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: African American, Latino

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

#### Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

#### Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]
### Additional Support for African American and Latino Students

1. The district will recruit teachers and staff that are reflective of and possess the cultural proficiency to effectively engage its diverse student population.

   - The district will recruit teachers and staff that are reflective of and possess the cultural proficiency to effectively engage its diverse student population. A collaborative process will be implemented to identify staffing needs beginning with the 2018-19 school year. Collaborative conversations with principals, the Office of School Innovation and Integrated Youth Services, Area Superintendents, Finance and Human Resource Services will focus on the principal using student data to identify courses necessary to ensure that all students are progressing toward a meaningful graduation. This process will set the district on a path to ensure the staffing and budgeting process for the upcoming school year is efficient and that full staffing will be in place by the start of the next school year.

2. Site administrators and classroom teachers will routinely analyze data on the achievement of African American and Latino students and develop, implement, and monitor support plans designed to improve each student’s achievement, attendance, and behavior by providing support to school teams around strengthening Professional Learning Communities (PLC) and Integrated Multi-Tiered Systems of Support (I-MTSS) with a focus on prevention as well as intervention.

   - Site administrators and classroom teachers will routinely analyze data on the achievement of African American and Latino students and develop, implement, and monitor support plans designed to improve each student’s achievement, attendance, and behavior by providing support to school teams around strengthening Professional Learning Communities (PLC) and Integrated Multi-Tiered Systems of Support (I-MTSS) with a focus on prevention as well as intervention.
3. The district will continue to increase enrollment of males of color in advanced courses (e.g., Advanced Placement [AP], International Baccalaureate [IB], college classes, and College, Career and Technical Education [CCTE] capstone courses [the last course in a planned sequence necessary for employment in an identified occupation]).

4. The district will continue to implement an Ethnic Studies introductory course, using culturally empowered curriculum and culturally relevant curricula products (i.e., lesson plans and resources).

5. The district will continue to monitor the progress of males of color using formative assessments and other measures, intervening when students are not demonstrating growth and provide ongoing support for school teams to develop systems and structures for monitoring progress toward priority standards using common formative assessments and proficiency scales. All schools have developed goals for students of color in their Single Plans for Student Achievement (SPSA) and will monitor progress throughout the year.

6. In partnership with the San Diego Workforce Partnership, the district will develop new work-based learning opportunities for underrepresented student populations.

7. The district will continue to expand the Student Equity Coalition to address educational inequities identified by student equity ambassadors.
based learning opportunities for underrepresented student populations, including paid and unpaid internship opportunities.

7. The district will continue to expand the Student Equity Coalition and Student Equity Ambassador group to address educational inequities identified by Student Equity Ambassadors. A series of meaningful Student Equity Coalition experiences will be developed that includes representation from a cross-section of Student Equity Ambassadors from middle and high schools.

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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<td>5000</td>
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</table>

Action 1.10.b.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: Scope of Services: Location(s):
### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

<table>
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<th>Low Income</th>
<th>LEA-wide</th>
<th>All schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modified</td>
<td>Modified</td>
<td>Modified</td>
</tr>
</tbody>
</table>

#### Additional Support for Low Income Students

**2017-18 Actions/Services**

1. The Office of Leadership and Learning, in collaboration with Family and Community Engagement (FACE), will develop professional presentations and videos on the district’s early learning programs to inform parents and families of educational opportunities.

2. The district will improve graduation rates for African American and Latino students.

3. The district will support the expansion and development of student advocacy groups at all secondary schools where students’ cultures and identities can be explored and nurtured. These advocacy groups will also serve as mechanisms for students to connect to organizations and events in the broader community.

4. The district will provide support for parents and families of underachieving African American and Latino students.

5. Project Ujima will continue its support for families through the Center for International Families and Students (formerly Deferred Action for Childhood Arrivals [DACA]).

---

**2018-19 Actions/Services**

1. The Office of Leadership and Learning’s Family Engagement Team will develop professional presentations and videos on the district’s early learning programs to inform parents and families of educational opportunities.

2. The district will improve graduation rates for low income (LI) students, including African American and Latino students.

3. The district will support the expansion and development of student advocacy groups at all secondary schools where students’ cultures and identities can be explored and nurtured. These advocacy groups will also serve as mechanisms for students to connect to organizations and events in the broader community.

4. The district will provide support for parents and families of low income (LI) students, including African American and Latino students.

5. Project Ujima will continue to increase parent engagement by partnering with all families and providing culturally focused learning opportunities promoting positive social behavior and academic achievement for all students.

---

**2019-20 Actions/Services**

1. The Family Engagement Team will develop presentations, printed resources, and videos on the district’s early learning programs to inform parents and families of educational opportunities.

2. The district will improve graduation rates for African American and Latino students.

3. The district will support the expansion and development of student advocacy groups at all secondary schools where students’ cultures and identities can be explored and nurtured. These advocacy groups will also serve as mechanisms for students to connect to organizations and events in the broader community.

4. The district will provide support for parents and families of underachieving African American and Latino students.

5. Project Ujima will continue to increase parent engagement by partnering with all families and providing culturally focused learning opportunities promoting positive social behavior and academic achievement for all students.
6. The Family and Youth Advocacy Team will work to identify and explore cultural identities and/or student identified inequities in order to build bridges in support of increasing student achievement. The Family and Youth Advocacy Team will engage parents in identifying ways to increase parent engagement through data dialogues, home visits, and engaging/educating Family Literacy Strategies to be used in the home.

8. The district will expand restorative justice and Positive Behavioral Interventions and Support (PBIS) and provide professional development to promote effective and positive behavior support strategies at each school.

6. The Youth Advocacy Team will work to identify and explore cultural identities and/or student identified inequities in order to begin building bridges in support of increasing student achievement. The Youth Advocacy Team will identify and explore cultural identities and/or student identified inequities to begin building bridges in support of increasing student achievement.

7. The Family Engagement Team will engage parents in identifying ways to increase parent engagement through data dialogues, home visits, and engaging/educating Family Literacy Strategies to be used in the home.

8. The district will expand Restorative Justice Practices (RJP) and Positive Behavioral Interventions and Support (PBIS) and provide professional development to promote effective and positive behavior support strategies at each school. Professional development opportunities will be focused on building site based capacity as to support and improve students’ sense of safety and belonging within their school community. Professional development will also emphasize the important role Culturally Responsive Practices play in the discipline process to prevent, address and build cultures that are safe and inclusive of all students.

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
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<td>$1,274,587</td>
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<td>LCFF S/C</td>
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<tr>
<td>Budget Reference</td>
<td>1000, 2000, 4000, 5000</td>
<td>1000-5000</td>
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</tbody>
</table>
Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

Access to Broad and Challenging Curriculum: Students have equitable access to rigorous, well-rounded, standards-aligned curricula and access to and skill in applying technologies to leverage student learning, ensuring readiness for a full range of post-graduation options.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 4, 7, 8
Local Priorities: Access to Broad and Challenging Curriculum

Identified Need:

The California School Dashboard academic indicator shows that foster youth and students with disabilities are two student groups that had performance in the “red” category on three indicators from the Dashboard - graduation rate, English language Arts, and mathematics. In addition, six student groups (English Learners [EL], homeless, socioeconomically disadvantaged, African American, Latino and Pacific Islander) were in the “orange” performance category on the English Language Arts (ELA) and mathematics indicators. This is a clear indication that a need continues to exist to provide access to broad and challenging curriculum for all students, especially the most underperforming student groups.

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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<tbody>
<tr>
<td>Availability of standards aligned instructional materials as measured by annual Board resolution</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
Completion of 'a-g' course sequence with grades of C or higher demonstrating a broad course of study for unduplicated students and students with exceptional needs | 59.6% | 61.6% | 63.6% | 65.6%
---|---|---|---|---
Students on track after their second year of high school for the district course sequence (a-g) included in district graduation requirements | 71% | 74.6% | 78.1% | 81.7%
Increased enrollment and passage rates in advanced coursework (AP mandated) | AP Part: 42% | AP Part: 44.1% | AP Part: 46.2% | AP Part: 48.3%
| AP Pass: 59.4% | AP Pass: 62.4% | AP Pass: 65.3% | AP Pass: 68.3%
Career Technical Education (CTE) course sequence completion (seniors passed 3 or more courses) | 56% | 58.8% | 61.6% | 64.6%
Percentage of students earning D and F Grades in all subjects | Grade 6: 10.2%; Grade 7: 13.3%; Grade 8: 13.3%; Grade 9: 23.7%; Grade 10: 18.6%; Grade 11: 13.2%; Grade 12: 8.7% | Grade 6: 9.7%; Grade 7: 12.8%; Grade 8: 12.8%; Grade 9: 22.7%; Grade 10: 17.6%; Grade 11: 12.7%; Grade 12: 8.2% | Grade 6: 9.2%; Grade 7: 12.3%; Grade 8: 12.3%; Grade 9: 21.7%; Grade 10: 17.1%; Grade 11: 12.2%; Grade 12: 7.7% | Grade 6: 8.7%; Grade 7: 11.8%; Grade 8: 11.8%; Grade 9: 20.7%; Grade 10: 16.6%; Grade 11: 11.7%; Grade 12: 7.2%
Percentage of students earning a Seal of Biliteracy | 6.7% | 7.0% | 7.4% | 7.7%
Elementary students participate in a broad course of study as measured by marks in all subject areas on report cards | 100% | 100% | 100% | 100%

### Planned Actions / Services

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

**Action 2.1.**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
</tr>
<tr>
<td>All; Students with Disabilities</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
### Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

### Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

### Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

#### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
</table>
| **Pathways to College and Career Readiness - All Students, Students w Disabilities**
  1. The district will continue to ensure that all students have access to and participate in well-articulated programs and course pathways that lead to meaningful graduation and readiness for college, career and community. Ongoing support for cluster alignment and strengthening pathways and programs will continue.
  2. The district will monitor master schedules to ensure access to UC ‘a-g’ courses for all high school students and all student groups.
  3. The Office of College, Career and Technical Education (CCTE) will also monitor master schedules to ensure CCTE pathway completion.
  4. The Special Education Division will continue to make improvements and refinements to the moderate/severe program to ensure meaningful graduation for students with disabilities, including:
    a. Purchase of Unique/News 2 You curriculum for moderate/severe classroom teachers to improve curricular

| **Pathways to College and Career Readiness - All Students, Students w Disabilities**
  1. The district will continue to ensure that all students have access to and participate in well-articulated programs and course pathways that lead to meaningful graduation and readiness for college, career and community. Ongoing support for cluster alignment and strengthening pathways and programs will continue.
  2. The district will monitor master schedules to ensure access to UC ‘a-g’ courses for all high school students and all student groups, and provide support for the writing of more UC a-g courses in content areas.
  3. The Office of College, Career and Technical Education (CCTE) will also monitor master schedules to ensure CCTE pathway completion.
  4. The Special Education Division will continue to make improvements and refinements to the moderate/severe program to ensure meaningful graduation for students with disabilities, including:
    a. Purchase of Unique/News 2 You curriculum for moderate/severe classroom teachers to improve curricular

| **Pathways to College and Career Readiness - All Students, Students w Disabilities**
  1. The district will continue to ensure that all students have access to and participate in well-articulated programs and course pathways that lead to meaningful graduation and readiness for college, career and community. Ongoing support for cluster alignment and strengthening pathways and programs will continue.
  2. The district will monitor master schedules to ensure access to UC ‘a-g’ courses for all high school students and all student groups.
  3. The Office of College, Career and Technical Education (CCTE) will also monitor master schedules to ensure CCTE pathway completion.
  4. The Special Education Division will continue to make improvements and refinements to the moderate/severe program to ensure meaningful graduation for students with disabilities, including:
    a. Purchase of Unique/News 2 You curriculum for moderate/severe classroom teachers to improve curricular |
5. The Unlocking the Genius program will continue through site-based facilitation and coordination with central office support. District personnel will continue training sites and providing guidance upon request. Additional Unlocking the Genius experiences are being designed for Grades 7-12 and will be embedded in the comprehensive guidance plan. Junior Achievement field trips will continue to be offered. Unlocking the Genius will be redesigned for Grade 7 students to allow additional off-campus work-based experiences in Grade 8. All experiences will be aligned to the Next Generation Science Standards (NGSS) where pre- and post-summative tests are used to evaluate program effectiveness.

6. The district will analyze the cost effectiveness of continued use of the SuperStrong inventory vs assessment embedded in Navience to determine the most appropriate model.

7. The district will continue to promote agency in Grades 8-10. Project-based learning will resources and supports for moderate/severe students and teachers.

b. Continued professional development and coaching opportunities.

c. Implementation of a “New Teacher Academy” for new special educators to ensure they have an opportunity to build their skills in all areas.

d. Continued collaborative work with the Office of School Innovation and Integrated Youth Services to ensure students have access to classes that lead to meaningful graduation.

5. Unlocking the Genius lessons for Grades 6-12 will be reviewed and redesigned based on feedback from students, counselors and staff. New Unlocking the Genius lessons for Grades TK-5 will be designed and implemented through a phased-in approach at selected elementary schools.

6. The district will use the Naviance and Thrively assessment models.

7. The district will continue to promote student agency in Grades 6-12. Project-based learning classroom teachers to improve curricular resources and supports for moderate/severe students and teachers.

b. All students will have access to all general education materials and resources.

c. Continued professional development and coaching opportunities.

d. Implementation of a “New Teacher Academy” for new special educators to ensure they have an opportunity to build their skills in all areas.

e. Continued collaborative work with the Office of School Innovation and Integrated Youth Services, Leadership and Learning, and Instructional Cabinet to ensure students have access to all classes, including UC A-G courses and CTE pathways leading to meaningful participation and meaningful graduation.

5. Unlocking the Genius lessons for Grades 6-12 will be reviewed and redesigned based on feedback from students, counselors and staff. New Unlocking the Genius lessons for Grades TK-5 will be designed and implemented through a phased-in approach at selected elementary schools.
include interdisciplinary pathways for middle and high schools, with common planning time encouraged for middle and high school staffs. The Project Based Learning Summer Institute will provide the necessary structure for interdisciplinary teams at the secondary level to design and implement a fully integrated rigorous project. The Institute will be personalized for both new and veteran teams and includes design thinking experiences aboard the USS Midway and industry job shadows for teachers. The Summer 2017 Institute will include direct on-site partnership of industries in the development of a client-based project, student attendance and voice in the construction of the project, and an administrative “Exhibition” gallery walk to promote equity in district-wide expectations.  

8. Future partnerships with the USS Midway, the San Diego Zoo, West Point, Raytheon, the Maritime Alliance and others will yield additional opportunities for both middle and high school students with a goal that all Grade 8 and high school pathway students will engage in at least one off-campus work-based learning experience. A comprehensive on-boarding package for potential partners to engage with students on the work-based learning continuum will be developed to support this effort.

9. A multi-year and multi-tiered mathematics teaching and learning pipeline will be developed and implemented which includes writing in mathematics, communicating mathematical reasoning, and developing mathematical arguments in all TK-12 classrooms. All professional development will be anchored in classroom work and allow for integration across awareness of students’ strengths.

7. The district will continue to promote student agency in Grades 6-12. Project-based learning (PBL) will include interdisciplinary pathways for middle and high schools, with common planning time for middle and high school staffs. The Project Based Learning Summer Institute will provide the necessary structure for interdisciplinary teams at the secondary level to design and implement a fully integrated rigorous project. The Institute will be personalized for both new and veteran teams and includes a “PBL Slice” experience to provide a hands-on experience for teachers with quality PBL practices, as well as an industry job shadow for teachers. The Summer 2018 Institute will include direct on-site partnership of industries in the development of a client-based project, student attendance and voice in the construction of the project, and an administrative “Exhibition” gallery walk to promote equity in district-wide expectations.  

8. Partnerships with the USS Midway, the San Diego Zoo, Raytheon, the Maritime Alliance and others will yield additional opportunities for both middle and high school students with a goal that all Grade 8 and high school pathway students will engage in at least one off-campus, work-based learning experience. A comprehensive onboarding package for potential partners to engage with students on the work-based learning continuum will be developed to support this effort.

9. A multi-year and multi-tiered mathematics teaching and learning pipeline will be developed and implemented which includes writing in mathematics, communicating mathematical reasoning, and developing mathematical arguments in all TK-12 classrooms. All professional development will be anchored in classroom work and allow for integration across awareness of students’ strengths.
multiple subjects, including but not limited to the district’s TK-12 Science Technology Engineering Arts and Math (STEAM) pipeline efforts.

arguments in all TK-12 classrooms. All professional development will be anchored in classroom work, aligned to the development of Guaranteed and Viable Curriculum in IM1 and IM2 in 2019 - 2020, and allow for integration across multiple subjects, including but not limited to the district’s TK-12 Science Technology Engineering Arts and Math (STEAM) pipeline efforts.

<table>
<thead>
<tr>
<th>Budgeted Expenditures</th>
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<tbody>
<tr>
<td><strong>Year</strong></td>
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<td><strong>Amount</strong></td>
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<td><strong>Source</strong></td>
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**Action 2.2.a.**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
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**All; Specific Student Group: GATE**

**Location(s):** All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
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<tr>
<th><strong>Students to be Served:</strong></th>
<th><strong>Scope of Services:</strong></th>
<th>Location(s):</th>
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258
### San Diego Unified School District

(Select from English Learners, Foster Youth, and/or Low Income)  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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<th>[Add Scope of Services selection here]</th>
<th>[Add Location(s) selection here]</th>
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### Actions/Services

Select from New, Modified, or Unchanged for 2017-18  
Select from New, Modified, or Unchanged for 2018-19  
Select from New, Modified, or Unchanged for 2019-20

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### 2017-18 Actions/Services  
**Enriched and Enhanced Learning Opportunities - All Students, GATE**

1. All students will continue to have access to advanced courses and learning opportunities including Advanced Placement (AP), International Baccalaureate (IB), honors, college courses and Gifted and Talented Education (GATE).

2. Participation in the Advanced Placement (AP) “nuts and bolts” trainings will be increased and topics of interest will be expanded. A standardized AP toolbox will be developed for sites to use as a baseline for student/family communication that includes a timeline of expectations to ensure student success.

### 2018-19 Actions/Services  
**Enriched and Enhanced Learning Opportunities - All Students, GATE**

1. All students will continue to have access to advanced courses and learning opportunities including Advanced Placement (AP), International Baccalaureate (IB), honors, college courses and Gifted and Talented Education (GATE). Area Superintendents will also monitor test taking and pass rates. A series of informational videos and handouts will be developed to provide information to students and parents to increase enrollment in advanced courses.

2. Participation in the Advanced Placement (AP) “nuts and bolts” trainings will be increased and topics of interest will be expanded. A standardized AP toolbox will be developed for sites to use as a baseline for student/family communication that includes a timeline of expectations to ensure student success. An AP webpage will be created on the district’s website to provide schools with the online AP Examination administration toolbox.

### 2019-20 Actions/Services  
**Enriched and Enhanced Learning Opportunities - All Students, GATE**

1. All students will continue to have access to advanced courses and learning opportunities including Advanced Placement (AP), International Baccalaureate (IB), honors, college courses and Gifted and Talented Education (GATE). Area Superintendents will also monitor test taking and pass rates. A series of informational videos and handouts will be developed to provide information to students and parents to increase enrollment in advanced courses.

2. Advanced Placement (AP) training will be provided on-site for personalized workshops at each AP school site to expand their unique AP program and support their students. An AP Toolbox website was created for educators to access resources for their classes, exams, and resources their students and families. While currently linked to educators and Office of School Innovation and Integrated Youth Services website, the AP Toolbox will be linked to the district's main page in multiple places, including the website being developed in response to the Student Equity Coalition's
3. Advancement Via Individual Determination (AVID) training will continue to be offered.

4. The district will continue to administer the Cognitive Abilities Test (CogAT). District-certified teachers in all content areas, Grades 3-8, will provide Gifted and Talented Education (GATE) instructional strategies. Principals will be provided a GATE resource binder/toolkit to plan, clarify, and improve the GATE program at individual school sites.

5. The district will continue to provide culturally enriching, off-site experiences for selected schools, including activities at Old Town, Balboa Park and Mission Trails Regional Park.

6. Through the College Block Grant, the district will ensure that qualifying students have financial support to access Advanced Placement (AP) and International Baccalaureate (IB) courses and exams.

- **Budgeted Expenditures**

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<td>d.</td>
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### Action 2.2.b.

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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

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<th>Students to be Served:</th>
<th>Scope of Services:</th>
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<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
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</table>

English Learners; Foster Youth; Low Income

LEA-wide

All Schools

### Actions/Services

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<tr>
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<th>Select from New, Modified, or Unchanged for 2018-19</th>
<th>Select from New, Modified, or Unchanged for 2019-20</th>
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<tbody>
<tr>
<td>Modified</td>
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</tbody>
</table>

2017-18 Actions/Services

**Enriched and Enhanced Learning Opportunities - English Learners, Foster Youth, Low Income**

1. In addition to the core content areas of math, science, English/Language Arts, social studies, visual and performing arts (VAPA) and physical education, the district will provide enhanced and extended learning opportunities including: Linked Learning; College, Career and Technical

2018-19 Actions/Services

**Enriched and Enhanced Learning Opportunities - English Learners, Foster Youth, Low Income**

1. In addition to the core content areas of math, science, English/Language Arts, social studies, visual and performing arts (VAPA) and physical education, the district will provide enhanced and extended learning opportunities including: Linked Learning; College, Career

2019-20 Actions/Services

**Enriched and Enhanced Learning Opportunities - English Learners, Foster Youth, Low Income**

1. In addition to the core content areas of math, science, English/Language Arts, social studies, visual and performing arts (VAPA) and physical education, the district will provide enhanced and extended learning opportunities including: Linked Learning; College, Career
2. The district will continue to implement the Strategic Arts Education Plan to promote artistic literacy, innovation, creativity and excellence in visual and performing arts instruction by providing a standards-based, sequential TK-12 arts experience for all students. The Visual and Performing Arts (VAPA) Department will support the highest quality arts education in dance, music, theatre, and visual arts, providing services in curriculum and instruction, professional development and community collaboration. To support music education, VAPA will continue to manage a team of itinerant instrumental and choral music educators that will equitably serve elementary schools, open a new district music library, and Technical Education (CCTE); Junior Reserve Officer Training Corps (JROTC); Gifted and Talented Education (GATE); Advanced Placement (AP); International Baccalaureate (IB); biliteracy, dual language, and world language programs; Advancement Via Individual Determination (AVID); Science Technology Engineering Arts Math (STEM/STEAM); Next Generation Science Standards (NGSS); Civics Education; Interscholastic Athletics; and outdoor learning opportunities.

   a. Science Technology Engineering Arts Math (STEAM) curriculum for Grades TK-1 will be developed and implemented in four pilot clusters.

   b. Civics literacy will be accomplished through the integration of the six proven practices of civic education embedded into instructional practice across the content disciplines and school life. Students will be encouraged to be part of student government through Associated Student Body (ASB) through which they may vote in student government elections and participate in voter registration drives.

2. The district will continue to implement the Strategic Arts Education Plan to promote artistic literacy, innovation, creativity and excellence in visual and performing arts instruction by providing a standards-based, sequential TK-12 arts experience for all students. The Visual and Performing Arts (VAPA) Department will support the highest quality arts education in dance, music, theatre, and visual arts, providing services in curriculum and instruction, professional development and community collaboration. To support music education, VAPA will continue to manage a team of itinerant instrumental and choral music educators that will equitably serve elementary schools, open a new district music library, and Technical Education (CCTE); Junior Reserve Officer Training Corps (JROTC); Gifted and Talented Education (GATE); Advanced Placement (AP); International Baccalaureate (IB); biliteracy, dual language, and world language programs; Advancement Via Individual Determination (AVID); Next Generation Science Standards (NGSS); Civics Education; Interscholastic Athletics; and outdoor learning opportunities.

   a. Science Technology Engineering Arts Math (STEAM) curriculum for Grades TK-K will be developed and implemented in four pilot clusters.

   b. Civics literacy will be accomplished through the integration of the six proven practices of civic education embedded into instructional practice across the content disciplines and school life. Students will be encouraged to be part of student government through Associated Student Body (ASB) through which they may vote in student government elections and participate in voter registration drives.

2. The district will continue to implement the Strategic Arts Education Plan to promote artistic literacy, innovation, creativity and excellence in visual and performing arts instruction by providing a standards-based, sequential TK-12 arts experience for all students. The Visual and Performing Arts (VAPA) Department will support the highest quality arts education in dance, music, theatre, and visual arts, providing services in curriculum and instruction, professional development and community collaboration. To support music education, VAPA will continue to manage a team of itinerant instrumental and choral music educators that will equitably serve elementary schools, open a new district music library, and Technical Education (CCTE); Junior Reserve Officer Training Corps (JROTC); Gifted and Talented Education (GATE); Advanced Placement (AP); International Baccalaureate (IB); biliteracy, dual language, and world language programs; Advancement Via Individual Determination (AVID); Next Generation Science Standards (NGSS); Civics Education; Interscholastic Athletics; and outdoor learning opportunities.

   a. Science Technology Engineering Arts Math (STEAM) curriculum for Grades TK-1 will be developed and implemented in pilot clusters.

   b. Civics literacy will be accomplished through the integration of the six proven practices of civic education embedded into instructional practice across the content disciplines and school life. Students will be encouraged to be part of student government through Associated Student Body (ASB) through which they may vote in student government elections and participate in voter registration drives.
San Diego Unified School District

acquire new musical instruments, and purchase band uniforms for high schools.

3. The district will continue to provide additional support for Lincoln High School.

4. The district will continue to provide transportation services for eligible students participating in programs that provide opportunities for English Learners (EL), Foster Youth (FY) and Low Income (LI) students.

3. The district will continue to provide additional support for Lincoln High School. Itinerant instrumental and choral music educators that will equitably serve elementary schools, open a new district music library, acquire new musical instruments, and purchase band uniforms for high schools.

In partnership with the visual and performing arts foundation, VAPA will also:

- Increase number and depth of VAPA partnerships
- Increase the number of VAPA off-campus opportunities and student participation
- Implement a digital badging system to recognize student participation in VAPA experiences
- Increase the number of VAPA articulated coursework
- Increase the number of CCTE Arts Media and Entertainment performing art pathway programs
- Increase the number of VAPA pathway completers
- Increase the delivery of professional development to elementary classroom teachers
- Create plan for management of top-tier district performing arts theaters

h. Create plan for management of top-tier district performing arts theaters

3. The district will continue to provide additional support for Lincoln High School through an on-site ELA coach as well as a Gear Up funded full-time coach in English Language Arts who will focus on developing vertical alignment of instructional practice from feeder middle schools through high school.
4. The district will continue to provide transportation services for eligible students participating in programs that provide opportunities for English Learners (EL), Foster Youth (FY) and Low Income (LI) students, such as Magnet and Voluntary Enrollment Exchange Program (VEEP), and to students grandfathered in Program Improvement (PI). In addition, area shuttle service will continue to be provided in some areas to support students for whom walking routes to their neighborhood schools are deemed unsafe. Transportation for foster/homeless/migrant students will continue to be provided as required by federal law. Services for these students are often shared with other school districts as the student may be temporarily living within the boundary of one school district while attending school at a school within another district. The district will continue to offer a fee for transportation program however, as is required by California Education Code, Foster Youth (FY) and Low Income (LI) students are exempt from the fee.

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
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4. The district will continue to provide transportation services for eligible students participating in programs that provide opportunities for English Learners (EL), Foster Youth (FY) and Low Income (LI) students, such as Magnet and Voluntary Enrollment Exchange Program (VEEP), and to students grandfathered in Program Improvement (PI). In addition, area shuttle service will continue to be provided in some areas to support students for whom walking routes to their neighborhood schools are deemed unsafe. Transportation for foster/homeless/migrant students will continue to be provided as required by federal law. Services for these students are often shared with other school districts as the student may be temporarily living within the boundary of one school district while attending school at a school within another district. The district will continue to offer a fee for transportation program however, as is required by California Education Code, Foster Youth (FY) and Low Income (LI) students are exempt from the fee.
**Action 2.3.**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
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| [Add Students to be Served selection here] | [Add Scope of Services selection here] | [Add Location(s) selection here] |

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

<table>
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<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modified</td>
<td>Modified</td>
<td>Modified</td>
</tr>
</tbody>
</table>

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**Aligned District Course of Study and Curriculum - All Students**

1. The Course of Study will be updated on an annual basis to ensure continued alignment with the Common Core and English Language Development (ELD) State Standards, the Next Generation Science Standards (NGSS) and the UC ‘a-g’ requirements.

2. The district will continue to develop core content and course curriculum maps, tools, and guides, in alignment with priority standards and proficiency scales. Professional development will be provided in Summer 2017 via the Summer Institute and Curriculum Writing.

---

**Aligned District Course of Study and Curriculum - All Students**

1. The Course of Study will be updated on an annual basis to ensure continued alignment with the Common Core and English Language Development (ELD) State Standards, the Next Generation Science Standards (NGSS) and the UC ‘a-g’ requirements.

2. The district will continue to develop core content and course curriculum maps, tools, and guides, in alignment with priority standards and proficiency scales. Professional development will be provided.

---

**Aligned District Course of Study and Curriculum - All Students**

1. The Course of Study will be updated on an annual basis to ensure continued alignment with the Common Core and English Language Development (ELD) State Standards, the Next Generation Science Standards (NGSS), the History-Social Science Framework (HSS) and the UC ‘a-g’ requirements.

2. The district will continue to develop core content and course curriculum maps, tools, and guides, in alignment with Critical Concepts. Middle level and high school will develop Guaranteed and Viable Curriculum for all core
workshops to ensure a continuous cycle of improvement.

3. Coaching cycles will be strengthened across the district to ensure effective implementation of inclusive curriculum.

4. The Advanced Placement (AP) Computer Science Principles and Introduction to Coding online courses will include curriculum from the San Diego CREATE Writing Project to support common writing practice from middle to high school. A test preparation course will be developed for AP Computer Science Principles. The district will continue to collaborate with Junior Achievement to provide guest speakers and student field trips during Computer Science Education week; and a coding competition will be conducted. A new College, Career and Technical Education (CCTE) online course in the Public Services industry sector will be developed.

5. The district will continue to select high quality physical education teachers to participate in the Common Core Institute (CCI) and the Physical Education Leadership Academy (PELA); and strategically place teachers who have completed PELA and CCI into positions of leadership by cluster to serve as mentors and support. This collaborative effort with the San Diego County Office of Education (SDCOE) will develop and highlight best practices to improve physical education across the district, which will lead to improved FITNESSGRAM scores. The Leadership Academy will emphasize content areas over the next three years. In the 2019-2020 school year professional development will be provided to research and pilot teams for Grades 6 & 9 ELA, Grades 8 & 11 HSS, Grades 6 & IM1 Math, Grade 6 & Biology Science.

3. Coaching cycles will continue across the district at the TK-5 levels to ensure effective implementation of inclusive curriculum. Coaching at the secondary level in Math, Science, History-Social Science, and ELA in the 2019-2020 school year will center on the development and implementation of Guaranteed and Viable Curriculum. Coaching will be offered to the identified content area research teams.

4. Integrated Mathematics 1 (IM1) and Computer Science courses will be piloted at schools to incorporate the course curriculums using Bootstrap. Support for computer science teachers using Technology Education and Literacy in Schools (TEALS) will be provided.

5. The district will continue to select high quality physical education teachers to participate in the Common Core Institute (CCI) and the Physical Education Leadership Academy (PELA); and strategically place teachers who have completed PELA and CCI into positions of leadership by cluster to serve as mentors and support. This collaborative effort with the San Diego County Office of Education (SDCOE) will develop and highlight best practices to improve physical education across the district, which will lead to improved FITNESSGRAM scores. The Leadership Academy will emphasize content areas over the next three years. In the 2019-2020 school year professional development will be provided to research and pilot teams for Grades 6 & 9 ELA, Grades 8 & 11 HSS, Grades 6 & IM1 Math, Grade 6 & Biology Science.
education across the district, which will lead to improved FITNESSGRAM scores. In 2017-18, three exemplary teachers from each grade level (elementary, middle and high school) will participate in the year-long program. The Leadership Academy will emphasize maximizing physical activity during class, perfecting performance based assessment, instructional strategies for student-centered learning, and meeting the needs of all students, including target populations.

have completed PELA and CCI into positions of leadership by cluster to serve as mentors and support. This collaborative effort with the San Diego County Office of Education (SDCOE) will develop and highlight best practices to improve physical education across the district, which will lead to improved FITNESSGRAM scores. The Leadership Academy will emphasize maximizing physical activity during class, perfecting performance based assessment, instructional strategies for student-centered learning, and meeting the needs of all students, including target populations.

**Budgeted Expenditures**

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**Action 2.4.a.**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

| All |
| All Schools |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

**Scope of Services:**

**Location(s):**
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<tr>
<td>Actions/Services</td>
</tr>
<tr>
<td>Select from New, Modified, or Unchanged for 2017-18</td>
</tr>
<tr>
<td>Modified</td>
</tr>
</tbody>
</table>

### Instructional Resources and Materials - All Students

1. The district will continue to identify and provide standards-aligned culturally relevant instructional materials and resources.
2. Years 4 and 5 classroom digital devices will be refurbished.
3. Schools interested in pursuing a 1:1 device take home program will have access to a supportive website to determine site readiness including a timeline and key elements such as building a common vision, planning and resource allocation, professional development and family and community outreach.

1. The district will continue to identify and provide standards-aligned culturally relevant instructional materials and resources. Capacity builder training in English Language Arts (ELA) around unit development with schools in coaching cycles will be offered.
2. The Instructional Technology Department will continue to work with schools on digital device needs. New devices will be purchased for any additional i21 Classrooms for reasons such as increased enrollment at sites.
3. Schools interested in pursuing a 1:1 device take home program will have access to a supportive website to determine site readiness including a timeline and key elements such as building a common vision, planning and resource allocation, professional development and family and community outreach.

1. The district will continue to identify and provide standards-aligned culturally relevant instructional materials and resources. This will include the inclusion of culturally relevant instructional materials through the development of Guaranteed and Viable Curriculum.
2. The Instructional Technology Department will continue to work with schools on digital device needs. New devices will be purchased for any additional i21 Classrooms for reasons such as increased enrollment at sites.
3. Schools interested in pursuing a 1:1 device take home program will have access to a supportive website to determine site readiness including a timeline and key elements such as building a common vision, planning and resource allocation, professional development and family and community outreach. Schools will continue to have access to this website in 2019-2020. Information on the site will be updated over the summer of 2019 to reflect current policies and charges for students.
### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<td>a. $2,922,781</td>
<td>a. $1,664,125</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. $3,370,488</td>
<td>b. $10,788,849</td>
</tr>
<tr>
<td>Source</td>
<td></td>
<td>a. LCFF Base</td>
<td>a. LCFF Base</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Other - Lottery</td>
<td>b. Other - Restricted</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Instructional Materials</td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>c. Other – Bond Measure YY</td>
</tr>
<tr>
<td>Budget</td>
<td></td>
<td>a. 1000, 2000, 4000, 5000</td>
<td>1000-5000</td>
</tr>
<tr>
<td>Reference</td>
<td></td>
<td>b. 4000</td>
<td></td>
</tr>
</tbody>
</table>

### Action 2.4.b.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners; Foster Youth; Low Income

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**
Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20
### Instructional Resources and Materials – English Learners, Foster Youth, Low Income

1. Library services will continue to be offered to meet the needs of English Learners (EL), Foster Youth (FY) and Low Income (LI) students.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
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<tbody>
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<tr>
<td>Budget Reference</td>
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<td>1000-3000</td>
<td>1000-3000</td>
</tr>
</tbody>
</table>

### Action 2.5.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
(Select from All, Students with Disabilities, or Specific Student Groups)  
English Learners

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):  
All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
(Select from English Learners, Foster Youth, and/or Low Income)  
[Add Students to be Served selection here]

**Scope of Services:**  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))  
[Add Scope of Services selection here]

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)  
[Add Location(s) selection here]
### San Diego Unified School District

#### Actions/Services

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Additional Support for English Learners</strong>&lt;br&gt;1. The district will continue to provide, refine, and monitor Grades K-12 English Learner (EL) course placement and pathways, including Structured English Immersion (SEI), dual language/biliteracy, and Advanced Placement (AP).&lt;br&gt;2. Well-articulated English Learner (EL) programs that include access to advanced courses and learning opportunities that lead to college, career and community preparedness will continue to be provided.&lt;br&gt;3. A coherent, sequential course of study from elementary to secondary for biliteracy, dual language, and world language programs will continue to be provided.</td>
<td><strong>Additional Support for English Learners</strong>&lt;br&gt;1. The district will continue to provide, refine, and monitor Grades K-12 English Learner (EL) course placement and pathways, including Structured English Immersion (SEI), dual language/biliteracy, and Advanced Placement (AP). Adelante Instructional implementation support with the English Language Instructional Resource Teacher (ELIRT) team will be expanded for Grades 4-6. Adelante will be adopted as the Grade 6 Spanish Language Arts (SLIM) curricular resource. The Office of Language Acquisition (OLA) will continue to collaborate with the Office of School Innovation and Integrated Youth Services to support English Learners (EL) enrolling in and passing AP courses.&lt;br&gt;2. Well-articulated English Learner (EL) programs that include access to advanced courses and learning opportunities that lead to college, career and community preparedness will continue to be provided. Adelante will be adopted in Grades K-6 Spanish Language Arts course curriculum. English Language Development (ELD) Bundles and curricular resources will continue to be translated into French/Spanish/Mandarin for Grades 1 and 2. TK-12 cluster language pathways will continue to be aligned to support multilingualism.&lt;br&gt;3. A coherent, sequential course of study from elementary to secondary for biliteracy, dual language, and world language programs will continue to be provided.</td>
<td><strong>Additional Support for English Learners</strong>&lt;br&gt;1. The district will continue to provide, refine, and monitor Grades K-12 English Learner (EL) course placement and pathways, including Structured English Immersion (SEI), dual language/biliteracy, and Advanced Placement (AP). Adelante Instructional implementation support with the English Language Instructional Resource Teacher (ELIRT) team will be expanded for Grades 4-6. Adelante will be adopted as the Grade 6 Spanish Language Arts (SLIM) curricular resource. The Office of Language Acquisition (OLA) will continue to collaborate with the Office of School Innovation and Integrated Youth Services to support English Learners (EL) enrolling in and passing AP courses.&lt;br&gt;2. Well-articulated English Learner (EL) programs that include access to advanced courses and learning opportunities that lead to college, career and community preparedness will continue to be provided. Adelante will be adopted in Grades K-6 as the Spanish Language Arts course curriculum. English Language Development (ELD) Bundles and curricular resources will continue to be translated into French/Spanish/Mandarin for Grades 2 and 3 or (3 and 4). TK-12 cluster language pathways will continue to be aligned to support multilingualism.</td>
</tr>
</tbody>
</table>
4. The Academic Language Development (ALD) course will be supported at the middle and high school levels for Long Term English Learners (LTEL) by utilizing the priority standards and proficiency scales. Office of Language Acquisition (OLA) English Language Development Instructional Specialists (central office secondary team) will support selected middle schools offering ALD courses by co-teaching Lucy Calkins Writing Units of Study. Long Term English Learners (LTEL) will receive targeted Academic Language Development (ALD) courses with support from OLA.

5. The Office of Language Acquisition (OLA) will continue to implement a strategic plan for Pre-K - Grade 3 language instruction pathways (e.g., English Learner [EL] grade level goals, biliteracy and dual language instructional programs) through area meetings with site administrators and community cluster meetings to gather input and feedback on pathway development, and discussions to set the preconditions for selected elementary and middle schools to increase and strengthen biliteracy and dual language pathways.

3. A coherent, sequential course of study from elementary to secondary for biliteracy, dual language, and world language programs will continue to be provided. Adelante curricular resources for Grades 4-6 with English Language Instructional Resource Teachers (ELIRT) will be provided to support implementation of curricular resources. Adelante will be adopted as the Grade 6 Spanish Language Arts (SLIM) course curriculum. English Language Development (ELD) Bundles and Curricular resources will continue to be translated into French for Grades 1 and 2. TK-12 cluster language pathways will continue to be aligned to support multilingualism.

4. The Academic Language Development (ALD) course will be supported at the middle and high school levels for Long Term English Learners (LTEL) by utilizing the Critical Concepts and English Language Development (ELD) Bundles. The Office of Language Acquisition (OLA) English Language Development Instructional Specialists (central office secondary team) will support middle and high schools with professional development opportunities through Electronic Registration Online (ERO), site support, and online resources. Long Term English Learners (LTEL) will receive targeted Academic Language Development (ALD) courses with support from OLA.

5. The Office of Language Acquisition (OLA) will continue to implement a strategic plan for Pre-K - Grade 3 language instruction pathways (e.g., English Learner [EL] grade level goals, biliteracy and dual language instructional programs) through area meetings with site administrators and community cluster meetings to gather input and feedback on pathway development, and discussions to set the preconditions for selected elementary and middle schools to increase and strengthen biliteracy and dual language pathways. OLA will engage in discussions with selected elementary and middle schools to set the preconditions for program implementation and to increase and strengthen biliteracy and dual language pathways. OLA
middle schools to increase and strengthen biliteracy and dual language pathways. OLA will work with principals of dual language programs/schools to implement their vision/goals for bilingualism and common assessments. In partnership STEAM/Project Lead the Way Dual Language schools, OLA will work with sites to develop tailored language allocation plans to support the language model offered the site (90:10 or 50:50).

will work with principals of dual language programs/schools to implement their vision/goals for bilingualism and common assessments aligned to the curricular resources. OLA will work with sites to develop language allocation plans to support the language model offered the site (90:10 or 50:50).

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<td>See action 1.8.b.</td>
<td>See action 1.8.b.</td>
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<td>Source</td>
<td>See action 1.8.b.</td>
<td>See action 1.8.b.</td>
<td>See action 1.8.b.</td>
</tr>
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<td>Budget Reference</td>
<td>See action 1.8.b.</td>
<td>See action 1.8.b.</td>
<td>See action 1.8.b.</td>
</tr>
</tbody>
</table>

Action 2.6.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

<table>
<thead>
<tr>
<th>Students with Disabilities</th>
<th>All Schools</th>
</tr>
</thead>
</table>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| [Add Students to be Served selection here] | [Add Scope of Services selection here] | [Add Location(s) selection here] |

Actions/Services
Instructional Programs and Services for Students with Disabilities
1. The Special Education Division will continue its emphasis on providing quality professional development opportunities for both certificated and classified staff to build capacity for providing high quality instructional opportunities for students with disabilities. Central office resource teachers and administrators will continue their work in support of the coaching and learning cycles at school sites to provide targeted feedback on best practices for students with disabilities to teachers, administrators, and Professional Learning Communities (PLC).
2. The district will continue to review the most appropriate course options, particularly for secondary students with disabilities, to improve graduation rates.
3. The district will increase training and support for IEP required Transition Plans, including the linkage of those plans to student educational programming.

Instructional Programs and Services for Students with Disabilities
1. The Special Education Division will continue its emphasis on providing quality professional development opportunities for both certificated and classified staff to build capacity for providing high quality instructional opportunities for students with disabilities. Central office resource teachers and administrators will continue their work in support of the coaching and learning cycles at school sites to provide targeted feedback on best practices for students with disabilities to teachers, administrators, and Professional Learning Communities (PLC).
2. The district will continue to review the most appropriate course options, particularly for secondary students with disabilities, to improve graduation rates and ensure access to all courses necessary for UC a-g graduation. Students that are on a certificate of completion track, needing modified curriculum, will have full access to all A-G courses.
3. The district will increase training and support for Individual Education Plan (IEP) required Transition Plans, including the linkage of those plans to student educational programming.

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>See action 1.7.a.</td>
<td>See action 1.7.a.</td>
<td>See action 1.7.a.</td>
</tr>
</tbody>
</table>
Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 3

**Quality Leadership, Teaching and Learning**: Effective leadership and teaching is evident system-wide with a unifying vision that equips and empowers all stakeholders to provide optimal student learning opportunities and outcomes.

**State and/or Local Priorities addressed by this goal:**

State Priorities: 1, 2
Local Priorities: Vision 2020 - Quality Leadership, Teaching and Learning

**Identified Need:**

Based on the California Dashboard academic indicators that show the most underperforming student groups continue to perform below “all student” groups in English Language Arts and mathematics, it is clear that the district must continue to ensure all students receive quality instruction and equip all leaders and teachers to provide for it. There continues to be a need to recruit, develop and retain effective teachers who are fully prepared to effectively support the district’s diverse students and families.
Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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</thead>
<tbody>
<tr>
<td>Percentage of fully credentialed teachers</td>
<td>92.4%</td>
<td>95%</td>
<td>98%</td>
<td>100%</td>
</tr>
<tr>
<td>Rate of teacher miss-assignments</td>
<td>0.01%</td>
<td>0.01%</td>
<td>0.01%</td>
<td>0.01%</td>
</tr>
</tbody>
</table>

Teachers provide instruction aligned to the California state standards, including EL access to ELD and state standards, as measured by annual principal affidavit. (Average scores where Exploration and Research Phase = 1; Beginning Development = 2; Initial Implementation = 3; Full Implementation = 4; and Full Implementation and Sustainability = 5)

<table>
<thead>
<tr>
<th>Subject</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
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<td>4.4</td>
<td>4.7</td>
</tr>
<tr>
<td>ELD</td>
<td>3.3</td>
<td>3.5</td>
<td>3.8</td>
</tr>
<tr>
<td>Math</td>
<td>4.1</td>
<td>4.4</td>
<td>4.7</td>
</tr>
<tr>
<td>Science</td>
<td>2.6</td>
<td>3.0</td>
<td>3.5</td>
</tr>
<tr>
<td>H/SS</td>
<td>3.1</td>
<td>3.4</td>
<td>3.7</td>
</tr>
<tr>
<td>CTE</td>
<td>3.0</td>
<td>3.3</td>
<td>3.7</td>
</tr>
<tr>
<td>Health</td>
<td>2.8</td>
<td>3.2</td>
<td>3.6</td>
</tr>
<tr>
<td>PE</td>
<td>3.5</td>
<td>3.6</td>
<td>3.8</td>
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<tr>
<td>VAPA</td>
<td>3.2</td>
<td>3.5</td>
<td>3.7</td>
</tr>
<tr>
<td>World Lang</td>
<td>3.3</td>
<td>3.5</td>
<td>3.8</td>
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</tbody>
</table>

Planned Actions / Services

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 3.1.a.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
</tr>
<tr>
<td>All; Specific Student Groups: African American, Latino</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Scope of Services selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
<tr>
<td>Actions/Services</td>
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<td></td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select from New, Modified, or Unchanged for 2017-18</td>
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<td></td>
</tr>
<tr>
<td>Select from New, Modified, or Unchanged for 2018-19</td>
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</tr>
<tr>
<td>Select from New, Modified, or Unchanged for 2019-20</td>
<td></td>
<td></td>
</tr>
<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Acquire, Develop, and Retain Classroom Teachers, Certificated Support Personnel, and Site Administrators - All Students, Students w Disabilities, African American, Latino</strong></td>
</tr>
<tr>
<td>The district will continue to increase the size, stability, and quality of the teacher applicant pool through targeted outreach and support, such as:</td>
</tr>
<tr>
<td>1. Recruitment events hosted by colleges and universities with large percentages of minority students.</td>
</tr>
<tr>
<td>2. Offering early employment contracts to high quality, diverse candidates in hard-to-staff areas (Math, Science, and Special Education).</td>
</tr>
<tr>
<td>3. Continuing to build partnerships with military institutions to hire veterans and their spouses into the fields of teaching and educational support.</td>
</tr>
<tr>
<td>4. Exploring partnerships and programs that support the development of apprenticeship and internship opportunities for district students to enter the field of education.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2018-19 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
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<td>3. Continuing to build partnerships with military institutions to hire veterans and their spouses into the fields of teaching and educational support.</td>
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<tr>
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</tr>
</tbody>
</table>
5. Regularly monitoring potential barriers to initial and continued employment of diverse candidates.

6. Continuing to convene the Teacher Pipeline Advisory Committee to monitor and analyze data to determine needs of candidates in all stages and programs of the pipeline; identifying data tools and collection responsibilities; collaborating with outside partners on input and analysis; and disseminating and using data to improve recruitment efforts.

7. Engaging in partnerships with other large urban districts to promote the field of education and work toward national solutions to the teacher shortage and developing a purposeful plan to market education as a premier profession.

8. Collaborating with district departments to build early interest in, and capacity for, teaching by strengthening existing pre-collegiate programs and recruiting district students to the field of education.

4. Exploring partnerships and programs that support the development of apprenticeship and internship opportunities for district students to enter the field of education. Human Resource Services, the Office of School Innovation and Integrated Youth Services, and the Teacher Preparation and Support Department will develop a process to interview, onboard and hire candidates into paraprofessional, tutoring or other student centered employment opportunities that will allow teacher pipeline candidates to work in the field of education while completing their undergraduate and credential programs. A College, Career and Technical Education (CCTE) pathway for educational careers focused on secondary education will be explored.

5. Regularly monitoring potential barriers to initial and continued employment of diverse candidates. Human Resource Services will begin developing a process to track retention data and monitor retention efforts and share the information with other departments. The work will include a deeper collaboration between central office, school sites and departments as retention is often linked to the employee’s day-to-day work experiences.

6. Continuing to convene the Teacher Pipeline Advisory Committee to monitor and analyze data to determine needs of candidates in all stages and programs of the pipeline; identifying data tools and collection responsibilities; collaborating with outside partners on input and analysis; and disseminating and using data to improve recruitment efforts. The San Diego Education Association (SDEA) will continue to be a partner and engage in conversations with the Teacher Pipeline Advisory Committee.

7. Engaging in partnerships with other large urban districts to promote the field of education and work toward national solutions to the
7. Engaging in partnerships with other large urban districts to promote the field of education and work toward national solutions to the teacher shortage and developing a purposeful plan to market education as a premier profession.
8. Collaborating with district departments to build early interest in, and capacity for, teaching by strengthening existing pre-collegiate programs and recruiting district students to the field of education.

teacher shortage and developing a purposeful plan to market education as a premier profession.
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### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount</strong></td>
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<td>a.</td>
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<tr>
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<td>LCFF Base</td>
<td>LCFF Base</td>
</tr>
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<td>b.</td>
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<td>Other - Other Unrestricted</td>
<td>Other - Other Unrestricted</td>
</tr>
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</tr>
<tr>
<td>a.</td>
<td>1000</td>
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</tr>
<tr>
<td>b.</td>
<td>1000</td>
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</table>

### Action 3.1.b.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
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</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>English Learners; Foster Youth; Low Income; Homeless</td>
<td>LEA-wide</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18 Select from New, Modified, or Unchanged for 2018-19 Select from New, Modified, or Unchanged for 2019-20

Modified Modified Modified

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Acquire, Develop, and Retain Classroom Teachers, Certificated Support Personnel, and Site Administrators - English Learners, Foster/Homeless Youth, Low Income Students</strong></td>
<td><strong>Acquire, Develop, and Retain Classroom Teachers, Certificated Support Personnel, and Site Administrators - English Learners, Foster/Homeless Youth, Low Income Students</strong></td>
<td><strong>Acquire, Develop, and Retain Classroom Teachers, Certificated Support Personnel, and Site Administrators - English Learners, Foster/Homeless Youth, Low Income Students</strong></td>
</tr>
<tr>
<td>1. The district will continue to increase the size, stability, and quality of the teacher applicant pool through targeted outreach and support, such as:</td>
<td>1. The district will continue to increase the size, stability, and quality of the teacher applicant pool through targeted outreach and support, such as:</td>
<td>1. The District maintains its commitment to the acquisition, development and retention of high quality staff including, Classroom Teachers, Certificated Support Personnel, and Site Administrators.</td>
</tr>
<tr>
<td>a. Working with universities to assign student teachers to schools with large numbers of English Learners (EL), homeless/foster, and Low Income (LI) youth.</td>
<td>a. Working with universities to assign student teachers to schools with large numbers of English Learners (EL), homeless/foster, and Low Income (LI) youth.</td>
<td>a. Working with universities to assign student teachers to schools with large numbers of English Learners (EL), homeless/foster, and Low Income (LI) youth.</td>
</tr>
<tr>
<td>a. Bilingual educator events.</td>
<td>b. Bilingual educator events.</td>
<td>b. Bilingual educator events.</td>
</tr>
<tr>
<td></td>
<td>c. Streamlining the application process to be more informative and user-friendly.</td>
<td>c. Continue to streamline the application process to be more informative and user-friendly.</td>
</tr>
<tr>
<td></td>
<td>d. Leveraging technology within the application management system to more effectively identify and prioritize candidates for interview and selection.</td>
<td>d. Leveraging technology within the application management system to more effectively identify and prioritize candidates for interview and selection.</td>
</tr>
</tbody>
</table>
effectively identify and prioritize candidates for interview and selection.

e. Identify promotional opportunities for internal candidates who meet the District’s diversity goals.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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</thead>
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<td>1000, 3000</td>
</tr>
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</table>

### Action 3.2.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

| All |

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

| All Schools |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

| [Add Students to be Served selection here] |

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

| [Add Scope of Services selection here] |

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| [Add Location(s) selection here] |

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

| Modified |

Select from New, Modified, or Unchanged for 2018-19

| Modified |

Select from New, Modified, or Unchanged for 2019-20

| Modified |
Develop Capacity of Beginning Teachers and Teachers in Need of Support - All Students

1. The district will continue to provide a Peer Assistance and Review (PAR) program.
2. The district will continue to collaborate with local colleges and universities to ensure effective preparation of interns and student teachers.

3. The district will continue to provide an Induction Program for Year 2 beginning teachers and interns.

Develop Capacity of Beginning Teachers and Teachers in Need of Support - All Students

1. The district will continue to provide a Peer Assistance and Review (PAR) program.
2. The district will continue to collaborate with local colleges and universities to ensure effective preparation of interns and student teachers. Full implementation of the district’s new student teacher/master teacher protocol will continue to increase collaboration between college/university partners in the distribution of student teachers. Student teachers will receive a quality experience from university trained master teachers.

3. The district will identify a program partner to provide an induction program for probationary and permanent teachers.

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
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### Action 3.3.

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

<table>
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<th>Students to be Served:</th>
<th>Location(s):</th>
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</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
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</table>

**OR**

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
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</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
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<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Scope of Services selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

**Actions/Services**

<table>
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<tr>
<th>Select from New, Modified, or Unchanged for 2017-18</th>
<th>Select from New, Modified, or Unchanged for 2018-19</th>
<th>Select from New, Modified, or Unchanged for 2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modified</td>
<td>Modified</td>
<td>Modified</td>
</tr>
</tbody>
</table>

**2017-18 Actions/Services**

**District Systems to Develop Instructional Capacity - All Students**

1. The district will continue to provide professional development in the core content and early learning areas.
2. Area superintendents will ensure that high schools receive intensive support in Professional Learning Community (PLC) development.
3. Area superintendents will continue to focus professional learning and instructional visits on district equity levers (literacy, collaborative team teaching, meaningful assessment, meaningful

**2018-19 Actions/Services**

**District Systems to Develop Instructional Capacity - All Students**

1. The district will continue to provide professional development in the core content and early learning areas.
2. Area Superintendents will ensure that high schools receive intensive support in Professional Learning Community (PLC) development. Emphasis will be placed on the use of Illuminate as a platform to create standards based common assessments, enable students to take assessments on-line, and store and use data to inform practice.

**2019-20 Actions/Services**

**District Systems to Develop Instructional Capacity - All Students**

1. The district will continue to provide professional development in the core content and early learning areas.
2. Area Superintendents will ensure that high schools receive intensive support in Professional Learning Community (PLC) development. Emphasis will be placed on the use of Illuminate as a platform to create standards based common assessments, enable students to take assessments on-line, and store and use data to inform practice.
engagement, and educational leadership) and Integrated Multi-Tiered Systems of Support (I-MTSS) aligned across school and district settings.

4. Professional development to build site capacity in mathematics and literacy will continue.

5. The Office of Language Acquisition (OLA) will continue to provide site and cluster-level support and learning opportunities through collaboration with Common Core Cluster Support Teachers (CCCST), English Language Instructional Resource Teachers (ELIRT), paraeducators and other district staff. ELIRTs will provide professional development to build staff understanding of English Language Development (ELD) Standards and proficiency scales.

3. Area Superintendents will continue to focus professional learning and instructional visits on district equity levers (literacy, collaborative team teaching, meaningful assessment, meaningful engagement, and relational leadership) and Integrated Multi-Tiered Systems of Support (I-MTSS) aligned across school and district settings.

4. Professional development to build site capacity in mathematics and literacy will continue. The English Language Arts (ELA) and Mathematics Coaching Cycles will continue.

5. The Office of Language Acquisition (OLA) will continue to provide site and cluster-level support and learning opportunities through collaboration with Common Core Cluster Support Teachers (CCCST), English Language Instructional Resource Teachers (ELIRT), paraeducators and other district staff. ELIRTs will provide professional development to build staff understanding of English Language Development (ELD) Standards and proficiency scales.

3. Area Superintendents will continue to focus professional learning and instructional visits on Marzano’s Levels of High Reliability Schools (Safe Collaborative and Inclusive Cultures, Effective Teaching in Every Classroom, Guaranteed and Viable Curriculum, Standards Referenced Reporting, and Competency-Based Education) and Integrated Multi-Tiered Systems of Support (I-MTSS) aligned across school and district settings.

4. Professional development to build site capacity in mathematics and literacy will continue. The English Language Arts (ELA) and Mathematics Coaching Cycles will continue. At the middle and high school level, these cycles will center around the implementation of Guaranteed and Viable Curriculum.

5. The Office of Language Acquisition (OLA) will continue to provide site and cluster-level support and learning opportunities through collaboration with Common Core Cluster Support Teachers (CCCST), English Language Instructional Resource Teachers (ELIRT), paraeducators and other district staff. ELIRTs will provide professional development to build staff understanding of English Language Development (ELD) Standards.
Action 3.4.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

All; Students with Disabilities; Specific Student Groups: African American, Latino

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Develop Leadership Capacity - All Students, Students w Disabilities, African American, Latino

2018-19 Actions/Services

Develop Leadership Capacity - All Students, Students w Disabilities, African American, Latino

2019-20 Actions/Services

Develop Leadership Capacity - All Students, Students w Disabilities, African American, Latino

1. Area Superintendents and school leaders will...
1. Area superintendents and school leaders will continue ongoing and continuous professional learning focused on strengthening Tier 1 instruction (equity levers/priority standards and proficiency scales) and Integrated Multi-Tiered Systems of Support (I-MTSS).

2. Area superintendents will ensure that high schools receive intensive support in Professional Learning Community (PLC) development and principal leadership.

3. The district will continue to provide differentiated leadership supports to principals to improve student/staff relationships, school climate, and academic success.

4. Professional development and capacity building will focus on utilizing the priority standards, proficiency scales, and best practices in planning and delivering instruction for English Learners, African American, Latino, and students with disabilities.

5. The district will continue to collaborate with the San Diego Education Association (SDEA) to

---

1. Area Superintendents and school leaders will continue ongoing and continuous professional learning focused on strengthening Tier 1 instruction (equity levers/priority standards and proficiency scales) and Integrated Multi-Tiered Systems of Support (I-MTSS). Continued focus will be placed on supports while lifting the strategic planning process with an emphasis on providing a guaranteed and viable curriculum aligned to critical concepts and proficiency scales in all core content areas. Principals will learn the process of interrupting mindsets and systematic behaviors that have contributed to lower achievement rates, graduation rates and higher numbers of D’s and F’s for students with disabilities, African American and Latino students.

2. Area Superintendents will ensure that high schools receive intensive support in Professional Learning Community (PLC) development and principal leadership. Student centered coaching cycles at the secondary level will be redesigned to leverage the implementation of a guaranteed and viable curriculum and to increase effectiveness. Focus will continue to be placed on strengthening PLCs that are data driven and responsive to student learning with an added focus on Integrated Multi-Tiered Systems of Support (I-MTSS).

3. The district will continue to provide differentiated leadership supports to principals to improve student/staff relationships, school climate, and academic success.

4. Professional development and capacity building will focus on utilizing the priority standards, proficiency scales, and best practices in planning and delivering instruction for English Learners (EL), African American,
6. Professional development offered through the Special Education Division will continue to focus on best practices for English Learners (EL) with disabilities, and will include ongoing data review and monitoring/support systems for African American and Latino students.

5. The district will continue to collaborate with the San Diego Education Association (SDEA) to develop a professional growth system for educators. Selected schools will participate in a second year of a pilot (Pilot 2) of the Growth and Development system with teachers who volunteer to participate. Participants will implement a system that includes the foundation of the California Standards for the Teaching Profession.

6. Professional development offered through the Special Education Division will continue to focus on best practices for English Learners (EL) with disabilities, and will include ongoing data review and monitoring/support systems for African American and Latino students.

7. Support for high school administrator professional development will be differentiated by need as measured by implementation of the essential elements and solution seeking process.

7. Professional Development for high school principals and vice principals will be differentiated based on site developed strategic plans.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<td>$1,582,131</td>
<td>$2,295,399</td>
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<td>Source</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
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</table>
## Action 3.5.

### For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
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<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
</tr>
<tr>
<td>All; Students with Disabilities; Specific Student Group: GATE</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

### OR

### For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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<tr>
<th>Modified</th>
</tr>
</thead>
</table>

Select from New, Modified, or Unchanged for 2018-19

<table>
<thead>
<tr>
<th>Modified</th>
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Select from New, Modified, or Unchanged for 2019-20

<table>
<thead>
<tr>
<th>Modified</th>
</tr>
</thead>
</table>

### 2017-18 Actions/Services

**Professional Development - Standards, Instruction, and Support - All Students, Students w Disabilities, GATE**

1. Schools will continue to develop, monitor and adjust their Capacity Building Plan through the school year.

### 2018-19 Actions/Services

**Professional Development - Standards, Instruction, and Support - All Students, Students w Disabilities, GATE**

1. Schools will continue to develop, monitor and adjust their Capacity Building Plan through the school year, with continued emphasis on strengthening professional development at each site, in each department for all teachers and students, and a focus on improving the

### 2019-20 Actions/Services

**Professional Development - Standards, Instruction, and Support - All Students, Students w Disabilities, GATE**

1. Schools will continue to develop, monitor and adjust their Strategic Plans with embedded professional development and site based assessment plan through the school year, with continued emphasis on strengthening professional development at each site, in each department for all teachers and students, and a focus on improving the Professional Learning
2. Common Core Cluster Support Teachers (CCCSTs), Special Education project resource teachers, and paraeducators will collaborate and work alongside principals, teachers, and school staff to build capacity around priority standards, proficiency scales and student-centered practices and state Common Core, Next Generation Science Standards (NGSS), and other content areas.

3. Special Education central office resource teachers and administrators will continue to work with area superintendents on learning cycles, with emphasis on students with disabilities.

4. The district will continue to provide the RELY (resource library) and online professional development modules to support teaching and learning.

5. The Office of Language Acquisition (OLA), in collaboration with the Special Education Division, will provide supports and training that includes utilizing the priority standards and proficiency scales for setting learning and language targets for students for special education teachers, paraeducators, and support staff that teach students with special needs, including students with disabilities, English Learners (EL) and Gifted and Talented (GATE) students throughout the school year.
6. The Special Education Division will continue its emphasis on providing quality professional development opportunities for both certificated and classified staff to build their capacity for providing high quality instructional opportunities for students with disabilities. Paraprofessional training will continue to focus on building capacity for both academic and behavioral support.

7. A four-day Writing Institute for beginners and a four-day advanced Writing Institute is scheduled for August 2017. One-day Reading Workshops will also be offered in August 2017.

8. Math Common Core Resource Teachers will provide professional development to teachers and principals at selected sites to build capacity in mathematics instruction.

9. English Language Instructional Resource Teachers (ELIRTs) will collaborate and work alongside principals, teachers, and school staff to build capacity around priority standards, proficiency scales and student-centered practices and English Language Development (ELD) Standards.

10. The content of professional development will support the effective implementation of the English Language Development (ELD) Bundles for TK-12 and the elementary English Language Arts (ELA) coaching cycle alignment of Critical Concepts to the Benchmark Adelante Advance curriculum.

Gifted and Talented (GATE) students throughout the school year.

6. The Special Education Division will continue its emphasis on providing quality professional development opportunities for both certificated and classified staff to build their capacity for providing high quality instructional opportunities for students with disabilities. Paraprofessional training will continue to focus on building capacity for both academic and behavioral support.

7. (Completed 2017-18.).

8. Math Common Core Resource Teachers will provide professional development to teachers and principals at selected sites to build capacity in mathematics instruction.

9. English Language Instructional Resource Teachers (ELIRT) will collaborate and work alongside principals, teachers, and school staff to build capacity around Critical Concepts and English Language Development (ELD) Bundles (a user friendly summary of the CA ELD Standards). ELIRTs will replicate the Elementary English Language Arts (ELA) coaching cycle alignment of Critical Concepts to the Standardized Testing and Instructional Lead (STELA) Bundle for TK-12. Replication of the alignment process will expand to support the Adelante curriculum.

10. Professional development will support the effective implementation of the Critical Concepts and the English Language
priority standards, proficiency scales, and the ELA/ELD Framework.

11. Professional development focused on Integrated and Designated ELD will be available to district personnel including administrators, classroom teachers, ELIRTs, and paraeducators with a focus on unpacking the ELD Standards and translating the ELD proficiency scales into student friendly language. Specialized professional development will be provided for teachers and staff serving newly arrived students to the United States.

Concepts and the English Language Development (ELD) Bundles which include California English Language Arts (ELA)/English Language Development (ELD) Framework. Support to sites around alignment of Critical Concepts and Unit development will be provided through capacity builders. The availability of the ELD Bundles in Spanish and French will be expanded.

11. Professional development focused on Integrated and Designated English Language Development (ELD) will be available to district personnel including administrators, classroom teachers, English Language Instructional Resource Teachers (ELIRT), and paraeducators with a focus on unpacking the ELD Standards and using them with the Critical Concepts to develop Language Goals and Language Targets. Specialized professional development will be provided for teachers and staff serving newly arrived students to the United States. Professional learning opportunities for the teaching of Integrated and Designated ELD will be expanded.

Development (ELD) Bundles (including best practices from the California English Language Arts (ELA)/English Language Development (ELD) Framework) to support sites in the alignment of Critical Concepts in Unit development, or in the use of district developed materials to support Guaranteed and Viable Curriculum, provided through capacity builders. The availability of the ELD Bundles in Spanish and French will continue to be expanded.

11. In order to expand professional development opportunities focused on Integrated and Designated English Language Development (ELD), sessions will be available to all district personnel teaching English Learners (including administrators, classroom teachers, and paraeducators) through ERO (Electronic Registrar Online) or at school site with a focus on unpacking the ELD Standards/ELD Bundles to develop Language Goals and Language Targets aligned to content learning goals and targets. Specialized professional development will be provided for teachers and staff serving newly arrived students to the United States.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<tr>
<td>a.</td>
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<td>b.</td>
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<td>a.</td>
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<td>LCFF Base</td>
<td>LCFF Base</td>
</tr>
<tr>
<td>b.</td>
<td>Other - Title I</td>
<td>Other - Title I</td>
<td>Other - Title I</td>
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<tr>
<td>c.</td>
<td>Other - Title II</td>
<td>Other - Title II</td>
<td>Other - Title II</td>
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</tbody>
</table>

Source

a. LCFF Base
b. Other - Title I
c. Other - Title II
Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 4

Positive School Environment, Climate, and Culture - with Equity at the Core and Support for the Whole Child: Schools provide safe and well-maintained facilities and positive learning climates and instructional practices that are culturally responsive, challenge bias, and support the academic, social, emotional, and physical needs of students.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 5, 6
Local Priorities: Vision 2020: Positive School Environment, Climate, and Culture - with Equity at the Core and Support for the Whole Child

Identified Need:
The California School Dashboard suspension indicator shows that four student groups (homeless, students with disabilities, American Indian, and Pacific Islander) were in the “orange” performance category. The California Healthy Kids Survey (CHKS) shows that students in Grades 5, 7, 9 and 11 report that on average, 64% of students feel safe at school; on average, 37% of students feel that their schools foster caring relationships; on average, 48% of students feel they are held to high expectations; and on average, 15% feel they meaningfully participate in their education. This
indicates a clear need to continue to provide the district’s diverse student population with a range of needs that must be supported to increase positive well-being and greater opportunity to fully engage in learning.

### Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Climate Survey - Safety</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gr. 5 = 81%</td>
<td>Gr. 5 = 83%</td>
<td></td>
<td>Gr. 5 = 85%</td>
<td>Gr. 5 = 87%</td>
</tr>
<tr>
<td>Gr. 7 = 66%</td>
<td>Gr. 7 = 68%</td>
<td></td>
<td>Gr. 7 = 70%</td>
<td>Gr. 7 = 72%</td>
</tr>
<tr>
<td>Gr. 9 = 61%</td>
<td>Gr. 9 = 63%</td>
<td></td>
<td>Gr. 9 = 65%</td>
<td>Gr. 9 = 67%</td>
</tr>
<tr>
<td>Gr. 11 = 65%</td>
<td>Gr. 11 = 67%</td>
<td></td>
<td>Gr. 11 = 69%</td>
<td>Gr. 11 = 71%</td>
</tr>
<tr>
<td><strong>School Climate Survey - Caring Relationships</strong></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Gr. 5 = 61%</td>
<td>Gr. 5 = 63%</td>
<td></td>
<td>Gr. 5 = 65%</td>
<td>Gr. 5 = 67%</td>
</tr>
<tr>
<td>Gr. 7 = 35%</td>
<td>Gr. 7 = 37%</td>
<td></td>
<td>Gr. 7 = 39%</td>
<td>Gr. 7 = 41%</td>
</tr>
<tr>
<td>Gr. 9 = 27%</td>
<td>Gr. 9 = 29%</td>
<td></td>
<td>Gr. 9 = 31%</td>
<td>Gr. 9 = 33%</td>
</tr>
<tr>
<td>Gr. 11 = 34%</td>
<td>Gr. 11 = 36%</td>
<td></td>
<td>Gr. 11 = 38%</td>
<td>Gr. 11 = 40%</td>
</tr>
<tr>
<td><strong>School Climate Survey - High Expectations</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Gr. 5 = 62%</td>
<td>Gr. 5 = 64%</td>
<td></td>
<td>Gr. 5 = 66%</td>
<td>Gr. 5 = 68%</td>
</tr>
<tr>
<td>Gr. 7 = 54%</td>
<td>Gr. 7 = 56%</td>
<td></td>
<td>Gr. 7 = 58%</td>
<td>Gr. 7 = 60%</td>
</tr>
<tr>
<td>Gr. 9 = 42%</td>
<td>Gr. 9 = 44%</td>
<td></td>
<td>Gr. 9 = 46%</td>
<td>Gr. 9 = 48%</td>
</tr>
<tr>
<td>Gr. 11 = 43%</td>
<td>Gr. 11 = 45%</td>
<td></td>
<td>Gr. 11 = 47%</td>
<td>Gr. 11 = 49%</td>
</tr>
<tr>
<td><strong>School Climate Survey - Meaningful Participation</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Gr. 5 = 23%</td>
<td>Gr. 5 = 25%</td>
<td></td>
<td>Gr. 5 = 27%</td>
<td>Gr. 5 = 29%</td>
</tr>
<tr>
<td>Gr. 7 = 15%</td>
<td>Gr. 7 = 17%</td>
<td></td>
<td>Gr. 7 = 19%</td>
<td>Gr. 7 = 21%</td>
</tr>
<tr>
<td>Gr. 9 = 12%</td>
<td>Gr. 9 = 14%</td>
<td></td>
<td>Gr. 9 = 16%</td>
<td>Gr. 9 = 18%</td>
</tr>
<tr>
<td>Gr. 11 = 13%</td>
<td>Gr. 11 = 15%</td>
<td></td>
<td>Gr. 11 = 17%</td>
<td>Gr. 11 = 19%</td>
</tr>
<tr>
<td><strong>California Parent Survey - Meaningful Engagement (return rate)</strong></td>
<td>29.9%</td>
<td>35%</td>
<td>40%</td>
<td>45%</td>
</tr>
<tr>
<td><strong>Suspension Rate</strong></td>
<td>4.5%</td>
<td>4.0%</td>
<td>3.5%</td>
<td>3.0%</td>
</tr>
<tr>
<td><strong>Number of Expulsions</strong></td>
<td>71</td>
<td>65</td>
<td>60</td>
<td>55</td>
</tr>
<tr>
<td><strong>Student attendance rate</strong></td>
<td>95.45%</td>
<td>95.70%</td>
<td>96.05%</td>
<td>96.30%</td>
</tr>
<tr>
<td>Chronic absenteeism rate</td>
<td>10.72%</td>
<td>10.0%</td>
<td>9.5%</td>
<td>9.0%</td>
</tr>
<tr>
<td>-------------------------</td>
<td>--------</td>
<td>-------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>Facilities Inspection Tool (percent at good or better)</td>
<td>99.4%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>School Safety Plan</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Planned Actions / Services**

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

**Action 4.1.a.**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
</tr>
<tr>
<td>All; Students with Disabilities</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Scope of Services selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support - All Students, Students w Disabilities</td>
<td>Support - All Students, Students w Disabilities</td>
<td>Support - All Students, Students w Disabilities</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>------------------------------------------------</td>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>1. Implementation of the Nursing and Wellness Attendance Plan includes partnership with Attendance Works, California School-Based Health Alliance and United Way, and attendance coordination and interventions between district departments and school sites to focus on the physical, social, emotional and behavioral health needs of students.</td>
<td>1. Implementation of the Nursing and Wellness Attendance Plan includes partnership with Attendance Works, California School-Based Health Alliance and United Way, and attendance coordination and interventions between district departments and school sites to focus on the physical, social, emotional and behavioral health needs of students. The district’s Wellness Policy will incorporate Integrated Multi-Tiered Systems of Support (I-MTSS) to address the social emotional pillar.</td>
<td>1. Implementation of the Nursing and Wellness Attendance Plan includes partnership with Attendance Works, California School-Based Health Alliance and United Way, and attendance coordination and interventions between district departments and school sites to focus on the physical, social, emotional and behavioral health needs of students. The district’s Wellness Policy will incorporate Integrated Multi-Tiered Systems of Support (I-MTSS) to address the social emotional development of students in alignment with the District’s approach to building of students’ Academics &amp; Agency.</td>
</tr>
<tr>
<td>2. Restorative practices, trauma informed care and Positive Behavioral Intervention and Support (PBIS) programs and staff professional development to ensure effective implementation will continue.</td>
<td>2. Restorative Justice Practices (RJP), trauma informed care and Positive Behavioral Intervention and Support (PBIS) programs and staff professional development to ensure effective implementation will continue. Through the Integrated Multi-Tiered Systems of Support (I-MTSS), the restorative justice work will be used as both prevention and intervention strategies designed to meet the needs of all students:</td>
<td>2. Restorative Justice Practices (RJP), trauma informed care and Positive Behavioral Intervention and Support (PBIS) programs and staff professional development to ensure effective implementation will continue. Through the Integrated Multi-Tiered Systems of Support (I-MTSS), the restorative justice work will be used as both prevention and intervention strategies designed to meet the needs of all students:</td>
</tr>
<tr>
<td>a. The district will continue to offer Tier 1 Restorative Justice Practices (RJP) professional development, and Tier 2 RJP professional development to address behaviors that impact the adverse effects of school climate and student engagement in collaboration with Placement and Appeal, Nursing and Wellness, Counseling and Guidance, the School Attendance Review Board, LGBTQIA Education and Advocacy, Youth Advocacy and Family Engagement.</td>
<td>a. The district will continue to offer Tier 1 Restorative Justice Practices (RJP) professional development, and Tier 2 RJP professional development to address behaviors that impact the adverse effects of school climate and student engagement in collaboration with Placement and Appeal, Nursing and Wellness, Counseling and Guidance, the School Attendance Review Board, LGBTQIA Education and Advocacy, Youth Advocacy and Family Engagement.</td>
<td></td>
</tr>
</tbody>
</table>
3. The district will take immediate, focused actions to reduce the disproportionality of disciplinary actions experienced by students with disabilities. Suspensions for students with disabilities will not exceed 7.8 per 100 students with Individual Education Plans (IEP). Supports to meet this goal include: delivering intensive professional development to parents and staff focused on the policies and practices of student discipline; examining the data collection process associated with suspensions and expulsions; documenting, addressing and reducing suspensions; and eliminating informal early intervention.

b. Support will be provided for whole school implementation assistance, emerging schools with implementation readiness, coaching systems of support through professional learning opportunities (Professional Learning Communities [PLC], Book Clubs, Webinars), discipline policy review in collaboration with Placement and Appeal, development of the Restorative Justice Practices (RJP) Advisory Committee, expanding RJP youth leadership development and professional development for RJP team.

c. RJP team will provide coaching to assess and revise school discipline protocols in collaboration with school administrators and integrated site support teams. RJP team will align their work with Behavioral Support Resources Department to ensure revision of student referral procedures and re-entry plans. These approaches will be data driven to ensure disparities in student referral data are addressed.

3. An Integrated Multi-Tiered System of Support to address disproportionality on disciplinary actions will include: a) Positive Behavioral Supports training for staff and families; b) Examining data trends and building the capacity of schools to address disciplinary process following a PBIS & RJP framework; c) Supporting the revision of referral documentation and policies for school suspensions; and, d) monitoring of student behavior data during IEPs process.

a. The district will continue to work on developing focused actions to reduce
suspensions; and eliminating informal early dismissal practices. Sites should develop positive behavioral systems. Provide training to all staff in PBIS. Establish procedures to require the review of behavior supports/behavior plans at the first suspension and on an ongoing basis. Explicitly teach school-wide behavior expectations and provide differentiated modalities for student access and participation in restorative practices/PBIS. Ensure that behavior is carefully considered at each IEP. Facilitate student voice in the behavior planning process (restorative practices, reinforcement inventory, IEP team discussion as appropriate, etc.). Help parents develop an understanding of their rights and responsibilities relating to IEPs and manifestation determination. Share with parents the policies and practices of student discipline on a given campus and information about community-based resources and programs.

4. The district will continue to monitor suspension and expulsion data, attendance and chronic absenteeism.

disproportionality of disciplinary actions experienced by all students, with specific focus on students with Disabilities. Suspensions for students with disabilities will not exceed 5.4 per 100 students with Individual Education Plans (IEP).

b. The District will continue to build capacity at school sites for the implementation of Positive Behavioral Intervention & Supports (PBIS) and Restorative Justice Practice framework in order to teach students social emotional competencies and behavioral expectations with increased clarity. The District will establish procedures to require the review of behavior supports/behavior plans at the first suspension and on an ongoing basis, based on data collected from Placement & Appeals Department. The Placement & Appeals department will continue to revise the District’s Uniform Discipline Policy, providing tools and strategies school sites can use to understand students’ behavior and addressing behavioral concerns at their early onset.

4. The district will continue to monitor suspension and expulsion data, attendance and chronic absenteeism. Data will be made available to school sites in order to continue to support the data improvement cycle and provide preventative services and responsive resources as appropriate for all students under an IMTSS framework.
5. All nurses will attend Mental Health First Aid training.

6. The Nursing and Wellness and Special Education staffs will participate in restorative practices and professional development.

7. The district will create a comprehensive K-12 counseling model that increases academic, social emotional and college, career and community readiness that includes utilizing a research-based social emotional curriculum across the district, providing an Integrated Multi-Tiered System of Support (I-MTSS) and increased support with school climate approaches.

8. The Integrated Youth Services division will promote educational access, success and equity through the creation of integrated programs and services that will foster the alignment of student services, minimizing barriers to academic success in support of the whole child. The primary work of the following departments will be to enhance a positive school culture through the design of positive, preventative and responsive school environments:
   a. Counseling and Guidance: Providing comprehensive school counseling programs for all students
   b. Children and Youth in Transition (CYT): Responding to specific populations and providing services as needed

5. All nurses who were not previously trained will attend district-provided Mental Health First Aid training.

6. The Nursing and Wellness and Special Education staffs will participate in Restorative Justice Practices (RJP) and professional development.

7. The district will continue to support sites capacity with the implementation of comprehensive K-12 counseling services that increases academic, social emotional and college, career and community readiness inclusive of research-based social emotional approaches, an Integrated Multi-Tiered System of Support (I-MTSS). Comprehensive school counseling plans will be monitored in order to create action plans that are responsive to students’ needs and promote students’ academic, social emotional and college readiness. Comprehensive School Counseling Plans will include strategies to increase awareness of students’ and parents’ of counseling and school programs that available at school sites.

8. The Integrated Youth Services (IYS) division will continue to create and align youth services and programs that are responsive of students’ needs. In collaboration with school sites, administrators, program managers, and other school personnel, program managers within IYS will continue to support schools with Integrated strategies that address gaps in student services. Baseline data for this work will continue to guide all programs and services offered to students. The IYS division will be responsible for understanding student barriers to academic success and provide alignment of student services to address students’ needs.
c. Extended Learning Opportunities: Enhancing students’ academic experiences outside of the school day

d. Restorative Justice Practices (RJP): Highlighting foundations for strengthening relationships within the educational context

e. Youth Advocacy: Providing a culture of inclusion, student advocacy and student voice.

9. Collective outcomes guided by the district’s Integrated Multi-Tiered Systems of Support (I-MTSS) (A²) framework will be the basis of this integrated work. The Integrated Youth Services division will utilize concrete points of data such as the Early Warning System (EWS), referrals, suspension, attendance and behavioral data to collectively assess strategies to support existing data trends and design collective approaches that will result in students’ academic, Social and Emotional Learning (SEL) and behavioral success. The Integrated Youth Services division will address and design strategies to address the important relationship between academics and agency. This division will support the fostering of systems that emphasize resilient classrooms, socio-emotional learning, prevention and early intervention approaches, the development of positive school environments and strategies to support the development of positive school cultures. The division will also work on emphasizing the importance of building strong and positive learning environments in collaboration with educators, students and community partners through an integrated I-MTSS framework. This division will work to address the importance of Social and Emotional Learning (SEL) as a foundational element of

The primary work of the following departments will be to enhance a positive school culture through the design of positive, preventative and responsive school environments:

a. Counseling and Guidance: Providing comprehensive school counseling programs for all students;

b. Children and Youth in Transition (CYT): Respond to specific populations and providing services as needed, evaluating effectiveness of programs and building capacity of school sites by the implementation of integrated school site teams;

c. Extended Learning Opportunities: Enhance students’ academic experiences outside of the school day and in alignment with school day instructional approach;

d. Restorative Justice Practices (RJP): Highlight foundations for strengthening relationships within the educational context while providing school site capacity to foster positive relationships with students and addressing disciplinary policies and procedures to build inclusive school environments for all students;

e. Youth Advocacy: Nurture a culture of inclusion, student advocacy and student voice by designing programs that are culturally responsive, inclusive of LGBTQIA youth and geared toward creating Allyship within schools. These programs will provide students with opportunities to understand their important role in their education by
San Diego Unified School District

students’ educational success, 21st century skills mastery and development of student agency.

providing schools with resources, tools and content to develop student agency and efficacy.

f. IMTSS: Support school site capacity in their development of Academics and Agency. Creating common language around the process and how it aligns to their vision and strategic plan. Supporting schools through site wide PD and PLC work to ensure that each and every child builds their agency to improve academic outcomes.

g. SANDAPP: Provide case management services to CalWORKS eligible pregnant and parenting youth, reducing teen pregnancy rates and long-term welfare dependency. Program helps pregnant and parenting teens attend and graduate from high school or its equivalent, obtain health and social services and receive payments for childcare, transportation and educational expenses to facilitate school attendance.

9. Collective outcomes guided by the district’s Integrated Multi-Tiered Systems of Support (I-MTSS) (A²) framework will be the basis of this integrated work. The Integrated Youth Services division will continue to utilize data such as the Early Warning System (EWS), referrals, suspension, attendance and behavioral data to collectively assess strategies to support existing data trends and design collective approaches that will result in students’ academic, Social and Emotional Learning (SEL) and behavioral success. The Integrated Youth Services division will address and design strategies to address the important relationship between academics and
Integrated Youth Services will continue to support school sites with resources, systems and structures that emphasize resilient classrooms, socio-emotional learning, prevention and early intervention approaches, the development of positive school environments and strategies to support the development of positive school cultures. Integrated Youth Services will also work on emphasizing the importance of building strong and positive learning environments in collaboration with educators, students and community partners through an integrated I-MTSS framework. This division will work to address the importance of Social and Emotional Learning (SEL) as a foundational element of students’ educational success, 21st century skills mastery and development of student agency.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>a. $28,201,482</td>
<td>a. LCFF Base</td>
<td>a. 1000, 2000, 4000, 5000</td>
</tr>
<tr>
<td></td>
<td>b. $844,316</td>
<td>b. Other - Title I</td>
<td>b. 1000</td>
</tr>
<tr>
<td></td>
<td>c. $144,195</td>
<td>c. Other - Title II</td>
<td>c. 2000</td>
</tr>
<tr>
<td></td>
<td>d. $214,938</td>
<td>d. Other - CA Endowment Grant</td>
<td>d. 1000, 2000, 4000, 5000</td>
</tr>
<tr>
<td>2018-19</td>
<td>a. $24,576,906</td>
<td>a. LCFF Base</td>
<td>a. 1000-5000, 7000</td>
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<td></td>
<td>b. $1,001,335</td>
<td>b. Other - Title I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. $5,579,896</td>
<td>c. Other - Restricted</td>
<td></td>
</tr>
<tr>
<td>2019-20</td>
<td>a. $27,784,374</td>
<td>a. LCFF Base</td>
<td>a. 1000-5000, 7000</td>
</tr>
<tr>
<td></td>
<td>b. $1,046,623</td>
<td>b. Other - Title I</td>
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</tr>
<tr>
<td></td>
<td>c. $5,596,819</td>
<td>c. Other - Restricted</td>
<td></td>
</tr>
</tbody>
</table>
## Action 4.1.b.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
</tr>
</tbody>
</table>

[Add Students to be Served selection here]  [Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

| English Learners, Foster Youth, Low Income, Homeless | LEA-wide | All Schools |

### Actions/Services

<table>
<thead>
<tr>
<th>Select from New, Modified, or Unchanged for 2017-18</th>
<th>Select from New, Modified, or Unchanged for 2018-19</th>
<th>Select from New, Modified, or Unchanged for 2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modified</td>
<td>Modified</td>
<td>Modified</td>
</tr>
</tbody>
</table>

#### 2017-18 Actions/Services

**Provide for Social and Emotional Needs: Counseling, Guidance, and Behavioral Support - English Learners, Foster, Homeless, Low Income**

1. The district will provide additional intervention counselors for high need schools with high percentages of English Learners, Foster/Homeless youth and Low Income students. (i.e., Crawford, Hoover, Lincoln, Morse and San Diego High Schools).
2. The district will continue to provide counseling, psychological and guidance services that address student social and emotional needs.

#### 2018-19 Actions/Services

**Provide for Social and Emotional Needs: Counseling, Guidance, and Behavioral Support - English Learners, Foster, Homeless, Low Income**

1. The district will provide additional intervention counselors for high need high schools with high percentages of English Learners (EL), Foster/Homeless youth and Low Income (LI) students (i.e., Crawford, Hoover, Lincoln, Morse and San Diego High Schools).
2. The district will continue to provide counseling, psychological and guidance services that address student social and emotional needs.

#### 2019-20 Actions/Services

**Provide for Social and Emotional Needs: Counseling, Guidance, and Behavioral Support - English Learners, Foster, Homeless, Low Income**

1. *(This action will not continue during the 2019/20 school year).*
2. The district will continue to provide counseling, psychological and guidance services that address student social and emotional needs.
3. The district will implement an Early Warning System to improve student attendance and identify alternative placement opportunities. A centralized intake process for all alternative placements will be created to improve service delivery districtwide.

4. The district will continue to provide support, case management and referrals for ongoing mental health treatment, in conjunction with other site-based behavioral and support resources and services.

5. Continued refinements will be made to the elementary counseling program to increase

Counseling services will continue to be provided for Garfield and Twain. Monitoring of counseling plans will be provided to Area Superintendents in order to create aligned School Counseling programming for ALL students, emphasizing the importance of building strong Tier 1 supports for ALL students, while providing responsive services to students as needed in Tier 2 & Tier 3.

3. The district will continue to utilize data from Early Warning System (EWS) to improve student attendance and use Integrated Multi-Tiered Systems of Support (I-MTSS) interventions to support and evaluate the appropriateness of referrals to alternative placement opportunities for youth in transition. A centralized intake process for all alternative placements, such as Garfield and Twain, will continue to be implemented to improve service delivery districtwide.

4. The district will continue to provide support, case management and referrals for ongoing mental health treatment, in conjunction with other site-based behavioral and support resources and services. Training will be expanded to other school staff, central office and site-based staff, and will continue for school psychologists, school counselors, and nurses regarding mental health services for all students (students with and without Individual Education Plans [IEP]). SchooLink Behavioral Health Services (BHS) will be implemented in the 113 schools with onsite Behavioral Health Services mental health providers.
5. Continued refinements will be made to the elementary counseling program to increase student academic, social emotional and college, career and community readiness for high school.

<table>
<thead>
<tr>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year</strong></td>
</tr>
<tr>
<td><strong>Amount</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Source</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
</tr>
</tbody>
</table>

**Action 4.2.a.**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

<table>
<thead>
<tr>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
</tr>
</tbody>
</table>

| All; Students with Disabilities | All Schools |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

<table>
<thead>
<tr>
<th>Scope of Services:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

| [Add Students to be Served selection here] | [Add Scope of Services selection here] | [Add Location(s) selection here] |
Actions/Services

Select from New, Modified, or Unchanged for 2017-18
Modified

Select from New, Modified, or Unchanged for 2018-19
Unchanged

Select from New, Modified, or Unchanged for 2019-20
Unchanged

2017-18 Actions/Services

Provide for Student Health and Wellness - All Students, Students w Disabilities
1. The district will continue to provide health and wellness services to students.
2. The district will continue to implement its comprehensive wellness policy and action plan.
3. The district will continue to provide additional focused support for students with disabilities and significant health needs.
4. The district will continue to develop high school Wellness Centers offering services to elementary and middle schools in the cluster (e.g., Kearny High School).
5. Nursing services will focus on all students having a medical home, asthma management, immunizations for school enrollment, HPV vaccination, referral loop closure, annual school-community engagement plan, and quarterly School-Based Health Care (SBHC) data reporting.

2018-19 Actions/Services

Provide for Student Health and Wellness - All Students, Students w Disabilities
1. The district will continue to provide health and wellness services to students.
2. The district will continue to implement its comprehensive wellness policy and action plan.
3. The district will continue to provide additional focused support for students with disabilities and significant health needs.
4. The district will continue to develop high school Wellness Centers offering services to elementary and middle schools in the cluster (e.g., San Diego High).
5. Nursing services will focus on all students having a medical home, asthma management, immunizations for school enrollment, HPV vaccination, referral loop closure, annual school-community engagement plan, and quarterly School-Based Health Care (SBHC) data reporting.

2019-20 Actions/Services

Provide for Student Health and Wellness - All Students, Students w Disabilities
1. The district will continue to provide health and wellness services to students.
2. The district will continue to implement its comprehensive wellness policy and action plan.
3. The district will continue to provide additional focused support for students with disabilities and significant health needs.
4. The district will continue to develop high school Wellness Centers offering services to elementary and middle schools in the cluster (e.g., San Diego High).
5. Nursing services will focus on all students having a medical home, asthma management, immunizations for school enrollment, HPV vaccination, referral loop closure, annual school-community engagement plan, and quarterly School-Based Health Care (SBHC) data reporting.

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
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<tr>
<td>c.</td>
<td></td>
<td>c. $2,366,263</td>
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San Diego Unified School District

<table>
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<tr>
<th>Source</th>
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<th>b. Other - Title I</th>
<th>a. LCFF Base</th>
<th>b. Other - Title I</th>
<th>c. Other - Restricted</th>
<th>a. LCFF Base</th>
<th>b. Other - Restricted</th>
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<tr>
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<td>1000-5000, 7000</td>
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</table>

**Action 4.2.b.**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
</tr>
</tbody>
</table>

[Add Students to be Served selection here] [Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
</tr>
</tbody>
</table>

English Learners, Foster Youth, Low Income | LEA-wide | All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Unchanged

Unchanged

2017-18 Actions/Services

Provide for Student Health and Wellness - English Learners, Foster Youth, Low Income 1. The district will continue to provide district nurses to promote physical and mental health

2018-19 Actions/Services

Provide for Student Health and Wellness - English Learners, Foster Youth, Low Income 1. The district will continue to provide district nurses to promote physical and mental health

2019-20 Actions/Services

Provide for Student Health and Wellness - English Learners, Foster Youth, Low Income 1. The district will continue to provide district nurses to promote physical and mental health and support the emotional well-being of students.
and support the emotional well-being of students.

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
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<tr>
<td>Budget Reference</td>
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</table>

Action 4.3.a.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:  
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]  
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:  
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Foster Youth, Low Income, Homeless  
LEA-wide  
All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18  
Select from New, Modified, or Unchanged for 2018-19  
Select from New, Modified, or Unchanged for 2019-20

Modified  
Modified  
Modified
<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Additional Support for Youth in Transition – Foster, Homeless, Low Income</strong>&lt;br&gt;1. The district will continue to provide coordinated and collaborative support services to youth in transition (homeless, foster, probation, refugee, military) and will monitor academic progress, attendance rates and behavioral data.</td>
<td><strong>Additional Support for Youth in Transition – Foster, Homeless, Low Income</strong>&lt;br&gt;1. The district will continue to provide coordinated and collaborative support services to youth in transition (homeless, foster, probation, refugee, military) and will monitor academic progress, attendance rates and behavioral data.</td>
<td><strong>Additional Support for Youth in Transition – Foster, Homeless, Low Income</strong>&lt;br&gt;1. The district will continue to provide coordinated and collaborative support services to youth in transition (homeless, foster, probation, refugee, military) and will monitor academic progress, attendance rates and behavioral data. Children Youth in Transition (CYT) will continue to work alongside schools to build capacity through Integrated School Site Teams in order to address the needs of students.</td>
</tr>
<tr>
<td>2. Children and Youth in Transition (CYT) staff will work with area superintendents, supporting departments and school sites to develop tiered interventions and resources to address the unique needs of youth in transition, such as safety, attendance, basic needs (i.e., food, clothing), transportation and other barriers to educational success.</td>
<td>2. Children and Youth in Transition (CYT) staff will work with Area Superintendents, supporting departments and school sites to develop tiered interventions and resources aligned to Integrated Multi-Tiered Systems of Support (I-MTSS) to address the unique needs of youth in transition, such as safety, attendance, basic needs (i.e., food, clothing), transportation and other barriers to educational success.</td>
<td>2. Children and Youth in Transition (CYT) staff will work with Area Superintendents, supporting departments and school sites to develop tiered interventions and resources aligned to Integrated Multi-Tiered Systems of Support (I-MTSS) to address the unique needs of youth in transition, such as safety, attendance, basic needs (i.e., food, clothing), transportation and other barriers to educational success.</td>
</tr>
<tr>
<td>- Resource teachers will work alongside Area Superintendents and supporting departments to monitor academic progress, attendance rates and behavioral data of youth in transition (i.e., homeless/foster) to develop a tiered level of support and resources for elementary, middle and high schools within the same articulation pattern.</td>
<td>- A Children and Youth in Transition (CYT) resource counselor will coordinate and collaborate with the Area Superintendents, supporting departments and school sites to develop tiered interventions to address site and student needs, as well as issues impacting students identified as being in</td>
<td>- CYT personnel will work alongside Area Superintendents and supporting departments to monitor academic progress, attendance rates and behavioral data of youth in transition (i.e., homeless/foster) to develop a tiered level of support and resources for elementary, middle and high schools within the same articulation pattern.</td>
</tr>
<tr>
<td>- A Children and Youth in Transition (CYT) resource counselor will coordinate and collaborate with the Area Superintendents, supporting departments and school sites to develop tiered interventions to address site and student needs, as well as issues impacting students identified as being in</td>
<td>- A CYT resource counselor will coordinate and collaborate with the Area Superintendents, supporting departments and school sites to develop tiered interventions to address site and student needs, as well as issues impacting</td>
<td>- A CYT resource counselor will coordinate and collaborate with the Area Superintendents, supporting departments and school sites to develop tiered interventions to address site and student needs, as well as issues impacting</td>
</tr>
</tbody>
</table>
3. The district will continue to provide trauma informed care for students and professional development for staff to ensure effective implementation. Trauma informed care is grounded in and directed by a thorough understanding of the neurological, biological, psychological and social effects of trauma and the prevalence of these experiences in a student’s life.

4. The district will continue to provide staff with professional development on laws and topics specific to homeless and foster youth (e.g., AB 490, McKinney Vento Act, graduation requirements).

5. Area superintendents will work the Children and Youth in Transition (CYT) staff to develop a comprehensive plan for school sites to ensure access and equity for foster, homeless, military, refugee, and students participating in the Home/Hospital program. The plan will include development of a site-level resource binder to assist with enrollment, academic, mentor and partnership resources for supporting students in transition. A pilot process will be used to build capacity and principal leadership focused on students in transition, including professional development for school staffs in developing site-specific strategies to support youth in transition.

3. The district will continue to provide trauma informed care for students and professional development for staff to ensure effective implementation. Trauma informed care is grounded in and directed by a thorough understanding of the neurological, biological, psychological and social effects of trauma and the prevalence of these experiences in a student’s life.

4. The district will continue to provide staff with professional development on laws and topics specific to homeless and foster youth (e.g., AB 490, McKinney Vento Act, graduation requirements).

5. Area Superintendents will work the CYT staff to develop a comprehensive plan for school sites to ensure access and equity for foster, homeless, military, refugee, and students participating in the Home/Hospital program. The plan will include development of a site-level resource binder to assist with enrollment, academic, mentor and partnership resources for supporting students in transition. A pilot process will be used to build capacity and principal leadership focused on students in transition, including professional development for school staffs in developing site-specific strategies to support youth in transition.

Interventions may include or address communication with parents/guardians, safety, attendance, basic needs, and barriers to a student’s education or academic interventions.

Budgeted Expenditures
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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<td>Source</td>
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<tr>
<td>Budget Reference</td>
<td>1000, 2000, 4000, 5000</td>
<td>1000, 3000-5000</td>
<td>1000-5000</td>
</tr>
</tbody>
</table>

**Action 4.3.b.**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
</tr>
<tr>
<td>Specific Student Groups: Foster Youth, Low Income, Homeless</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

[Add Students to be Served selection here] [Add Scope of Services selection here] [Add Location(s) selection here]

**Actions/Services**

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional Support for Youth in Transition – Foster, Homeless 1. The district will continue to provide coordinated and collaborative support services to</td>
<td>Additional Support for Youth in Transition – Foster, Homeless 1. The district will continue to provide coordinated and collaborative support services to</td>
<td>Additional Support for Youth in Transition – Foster, Homeless 1. The district will continue to provide coordinated and collaborative support services to</td>
</tr>
<tr>
<td>Modified</td>
<td>Modified</td>
<td>Modified</td>
</tr>
</tbody>
</table>

**310**
youth in transition (homeless, foster, probation, refugee, military) and will monitor academic progress, attendance rates and behavioral data.
2. Children and Youth in Transition (CYT) staff will work with area superintendents, supporting departments and school sites to develop tiered interventions and resources to address the unique needs of youth in transition, such as safety, attendance, basic needs (i.e., food, clothing), transportation and other barriers to educational success.

3. The district will continue to provide trauma informed care for students and professional development for staff to ensure effective implementation. Trauma informed care is grounded in and directed by a thorough understanding of the neurological, biological, youth in transition (homeless, foster, probation, refugee, military) and will monitor academic progress, attendance rates and behavioral data.

2. Children and Youth in Transition (CYT) staff will work with Area Superintendents, supporting departments and school sites to develop tiered interventions and resources aligned to Integrated Multi-Tiered Systems of Support (I-MTSS) to address the unique needs of youth in transition, such as safety, attendance, basic needs (i.e., food, clothing), transportation and other barriers to educational success.

a. Resource teachers will work alongside Area Superintendents and supporting departments to monitor academic progress, attendance rates and behavioral data of youth in transition (i.e., homeless/foster) to develop a tiered level of support and resources for elementary, middle and high schools within the same articulation pattern.

b. A Children and Youth in Transition (CYT) resource counselor will coordinate and collaborate with the Area Superintendents, supporting departments and school sites to develop tiered interventions and resources to address site and student needs, as well as issues impacting students identified as being in transition. Interventions may include or address communication with parents/guardians, safety, attendance, basic needs, and barriers to a student’s education or academic interventions.

3. The district will continue to provide trauma informed care for students and professional development for staff to ensure effective implementation. Trauma informed care is grounded in and directed by a thorough understanding of the neurological, biological, youth in transition (homeless, foster, probation, refugee, military) and will monitor academic progress, attendance rates and behavioral data.

2. Children and Youth in Transition (CYT) staff will work with Area Superintendents, supporting departments and school sites to develop tiered interventions and resources aligned to Integrated Multi-Tiered Systems of Support (I-MTSS) to address the unique needs of youth in transition, such as safety, attendance, basic needs (i.e., food, clothing), transportation and other barriers to educational success.

a. The Children Youth in Transition (CYT) department will work alongside Area Superintendents and supporting departments to monitor academic progress, attendance rates and behavioral data of youth in transition (i.e., homeless/foster) to continue the implementation of I-MTSS resources for elementary, middle and high schools within the same articulation pattern.

b. A CYT resource counselor will coordinate and collaborate with the Area Superintendents, supporting departments and school sites to develop tiered interventions to address site and student needs, as well as issues impacting students identified as being in transition. Interventions may include or address communication with parents/guardians, safety, attendance, basic needs, and barriers to a student’s education or academic interventions.

3. The district will continue to provide trauma informed care for students and professional development for staff to ensure effective implementation. Trauma informed care is grounded in and directed by a thorough understanding of the neurological, biological,
psychological and social effects of trauma and the prevalence of these experiences in a student’s life.

4. The district will continue to provide staff with professional development on laws and topics specific to homeless and foster youth (e.g., AB 490, McKinney Vento Act, graduation requirements).

5. Area superintendents will work the Children and Youth in Transition (CYT) staff to develop a comprehensive plan for school sites to ensure access and equity for foster, homeless, military, refugee, and students participating in the Home/Hospital program. The plan will include development of a site-level resource binder to assist with enrollment, academic, mentor and partnership resources for supporting students in transition. A pilot process will be used to build capacity and principal leadership focused on students in transition, including professional development for school staffs in developing site-specific strategies to support youth in transition.

grounded in and directed by a thorough understanding of the neurological, biological, psychological and social effects of trauma and the prevalence of these experiences in a student’s life. Self-regulation curriculum will be offered to school sites receiving Trauma Informed Care in order to emphasize and build resiliency skills in students through teachers that have been trained to understand the impacts of Trauma and The Brain. Resilience curriculum, strategies and resources will ensure we continue to create awareness about the need to support Social and Emotional competencies within the classroom and with all students.

4. The district will continue to provide staff with professional development on laws and topics specific to homeless and foster youth (e.g., AB 490, McKinney Vento Act, graduation requirements).

5. Area Superintendents will work the Children and Youth in Transition (CYT) staff to develop a comprehensive plan for school sites to ensure access and equity for foster, homeless, military, refugee, and students participating in the Home/Hospital program. The plan will include development of a site-level resource binder to assist with enrollment, academic, mentor and partnership resources for supporting students in transition. A pilot process will be used to build capacity and principal leadership focused on students in transition, including professional development for school staffs in developing site-specific strategies to support youth in transition.
### Budgeted Expenditures

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<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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<tbody>
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<td></td>
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<tr>
<td></td>
<td></td>
<td>b. Other - Restricted</td>
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<td><strong>Budget Reference</strong></td>
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<td>1000-5000</td>
<td>1000, 3000-5000</td>
</tr>
</tbody>
</table>

### Action 4.4.a.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:** (Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here] [Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:** (Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, Low Income LEA-wide All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Modified Unchanged
2017-18 Actions/Services

1. Family and Community Engagement (FACE), and its Family and Youth Advocacy Team will continue to ensure that all schools are safe inclusive environments for all students to thrive, with emphasis on vulnerable and at-risk students, including LGBTQIA, students with disabilities, English Learners (EL), students of color and students who may be targets of bullying motivated by either an actual or perceived attribute that includes but is not limited to race, religion, creed, color, marital status, veteran status, sex, sexual orientation, gender expression or identity, ancestry, national origin, ethnic group identification, age, mental or physical disability, immigration status or any other distinguishing characteristic.

2. The district will continue to provide staff training to ensure adherence to the FAIR Education Act.

3. The district will continue to survey student climate and report results through the Cal-SCHLS data system that includes the California Healthy Kids Survey (CHKS), the California School Staff Survey (CSSS), and the California School Parent Survey (CSPS).

4. The Family and Youth Advocacy Team will provide support services, such as:
   a. Providing site leadership teams with insight and recommendations around cultural proficiency and equity leadership responsive to the particular needs of the school’s students, parents and community (e.g., refugee students and families new to the United States, English Learners, Foster Youth, Low Income, Youth Advocacy).

2018-19 Actions/Services

1. The Youth Advocacy Team will continue to ensure that all schools are safe inclusive environments for all students to thrive, with emphasis on vulnerable and at-risk students, including LGBTQIA, students with disabilities, English Learners (EL), students of color and students who may be targets of bullying motivated by either an actual or perceived attribute that includes but is not limited to race, religion, creed, color, marital status, parental status, veteran status, sex, sexual orientation, gender expression or identity, ancestry, national origin, ethnic group identification, age, mental or physical disability, immigration status or any other distinguishing characteristic.

2. The district will continue to provide staff training to ensure adherence to the FAIR Education Act.

3. The district will continue to survey student climate and report results through the Cal-SCHLS data system that includes the California Healthy Kids Survey (CHKS), the California School Staff Survey (CSSS), and the California School Parent Survey (CSPS).

4. The Youth Advocacy Team will provide support services, such as:
   a. Providing site leadership teams with insight and recommendations around cultural proficiency and equity leadership responsive to the particular needs of the school.
   b. Establishing culturally supportive activities at selected sites that include

2019-20 Actions/Services

1. The Youth Advocacy Team will continue to ensure that all schools are safe inclusive environments for all students to thrive, with emphasis on vulnerable and at-risk students, including LGBTQIA, students with disabilities, English Learners (EL), students of color and students who may be targets of bullying motivated by either an actual or perceived attribute that includes but is not limited to race, religion, creed, color, marital status, parental status, veteran status, sex, sexual orientation, gender expression or identity, ancestry, national origin, ethnic group identification, age, mental or physical disability, immigration status or any other distinguishing characteristic.

2. The district will continue to provide staff training to ensure adherence to the FAIR Education Act.

3. The district will continue to survey student climate and report results through the Cal-SCHLS data system that includes the California Healthy Kids Survey (CHKS), the California School Staff Survey (CSSS), and the California School Parent Survey (CSPS).

4. The Youth Advocacy Team will provide support services, such as:
   a. Providing site leadership teams with insight and recommendations around cultural proficiency and equity leadership responsive to the particular needs of the school.
   b. Establishing culturally supportive activities at selected sites that include
Students with Interrupted Formal Education [SIFE]), and building site capacity through walk-throughs, consultations, etc.

b. Establishing culturally supportive activities at selected sites that include peer support groups, and partnerships with San Diego youth organizations.

c. Supporting sites experiencing cultural dissonance and/or other related issues, as identified by site and district leadership.

d. Developing partnerships with community based organizations engaged in providing support and resources to address the needs of the whole child.

e. Developing students’ leadership skills by ensuring that student voice is present in identifying areas of advocacy and developing action-driven outcomes.

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
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<tr>
<td>Budget Reference</td>
<td>1000, 2000, 4000, 5000</td>
<td>1000-5000</td>
<td>1000-5000</td>
</tr>
</tbody>
</table>
**Planned Actions / Services**

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

**Action 4.4.b.**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
</tr>
<tr>
<td>All; Students with Disabilities; Specific Student Groups: African American Latino, LGBTQIA</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
</tr>
</tbody>
</table>

[Add Students to be Served selection here] [Add Scope of Services selection here] [Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18  
Select from New, Modified, or Unchanged for 2018-19  
Select from New, Modified, or Unchanged for 2019-20

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
</table>
| **Youth Advocacy - All Students, Students w Disabilities, African American, Latino, LGBTQIA**  
1. Family and Community Engagement (FACE), and its Family and Youth Advocacy Team will continue to ensure that all schools are safe inclusive environments for all students to thrive, with emphasis on vulnerable and at-risk students, including LGBTQIA, students with disabilities, English Learners (EL), students of color and students who may be targets of bullying | **Youth Advocacy - All Students, Students w Disabilities, African American, Latino, LGBTQIA**  
1. The Youth Advocacy Team will continue to ensure that all schools are safe inclusive environments for all students to thrive, with emphasis on vulnerable and at-risk students, including LGBTQIA, students with disabilities, English Learners (EL), students of color and students who may be targets of bullying | **Youth Advocacy - All Students, Students w Disabilities, African American, Latino, LGBTQIA**  
1. The Youth Advocacy Team will continue to ensure that all schools are safe inclusive environments for all students to thrive, with emphasis on vulnerable and at-risk students, including LGBTQIA, students with disabilities, English Learners (EL), students of color and students who may be targets of bullying |

**Youth Advocacy - All Students, Students w Disabilities, African American, Latino, LGBTQIA**  
1. Family and Community Engagement (FACE), and its Family and Youth Advocacy Team will continue to ensure that all schools are safe inclusive environments for all students to thrive, with emphasis on vulnerable and at-risk students, including LGBTQIA, students with disabilities, English Learners (EL), students of color and students who may be targets of bullying
motivated by either an actual or perceived attribute that includes but is not limited to race, religion, creed, color, marital status, veteran status, sex, sexual orientation, gender expression or identity, ancestry, national origin, ethnic group identification, age, mental or physical disability, immigration status or any other distinguishing characteristic.

2. The district will continue to provide staff training to ensure adherence to the FAIR Education Act.

3. The district will continue to survey student climate and report results through the Cal-SCHLS data system that includes the California Healthy Kids Survey (CHKS), the California School Staff Survey (CSSS), and the California School Parent Survey (CSPS).

4. The Youth Advocacy Team will provide support services, such as:
   a. Providing site leadership teams with insight and recommendations around cultural proficiency and equity leadership responsive to the particular needs of the school’s students, parents and community (e.g., refugee students and families new to the United States, Students with Interrupted Formal Education [SIFE]), and building site capacity through walk-throughs, consultations, etc.
   b. Establishing culturally supportive activities at selected sites that include peer support groups, and partnerships with San Diego youth organizations.
   c. Supporting sites experiencing cultural dissonance and/or other related issues, as identified by site and district leadership.
   d. Developing partnerships with community-based organizations engaged in providing support and resources to address the needs of the whole child.
d. Developing partnerships with community based organizations engaged in providing support and resources for students with varying cultural needs.

e. Developing students’ leadership skills to become equity ambassadors through participation in the Student Equity Coalition.

f. Ensuring that student voice is present in identifying areas of advocacy and developing action-driven outcomes.

e. Developing students’ leadership skills by ensuring that student voice is present in identifying areas of advocacy and developing action-driven outcomes.

<table>
<thead>
<tr>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year</strong></td>
</tr>
<tr>
<td><strong>Amount</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Source</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
</tr>
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</table>

**Action 4.5.a.**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:** (Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location(s):</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

**Scope of Services:**

**Location(s):**
### School Support Staff and Resources - All Students

1. The district will recruit, hire, and train effective clerical and support staff who promote a welcoming school climate, student attendance, and provide effective operations and support for students, parents and staff.
2. The district will continue to provide schools and supporting departments with general supplies and operating expenses.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<td>$47,544,048</td>
<td>$47,849,122</td>
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<td>Source</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
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<tr>
<td>Budget Reference</td>
<td>2000, 4000, 5000</td>
<td>2000-5000</td>
<td>2000-5000</td>
</tr>
</tbody>
</table>
## 4.5.b.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
</tr>
</tbody>
</table>

[Add Students to be Served selection here] [Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

| English Learners | Limited to Unduplicated Student Group(s) | All Schools |

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Support Staff and Resources - English Learners</strong></td>
<td><strong>School Support Staff and Resources - English Learners</strong></td>
<td><strong>School Support Staff and Resources - English Learners</strong></td>
</tr>
<tr>
<td>1. Bilingual staff will promote effective engagement and communications for English Learner (EL) parents and families.</td>
<td>1. Bilingual staff will promote effective engagement and communications for English Learner (EL) parents and families.</td>
<td>1. Bilingual staff will continue to be provided for effective communication and engagement. In Neighborhood School and Enrollment Options (NSEO), including NSEO, Early Childhood Education (ECE), and Records, will continue to provide effective engagement, communications, and customer service for English Learner (EL) parents and families. All online and physical documents will be available in Spanish and other languages as required by law.</td>
</tr>
</tbody>
</table>

| Modified | Unchanged | Modified |
### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
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<td>$654,269</td>
<td>$873,503</td>
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<tr>
<td>Source</td>
<td>LCFF S/C</td>
<td>LCFF S/C</td>
<td>LCFF S/C</td>
</tr>
</tbody>
</table>

### Action 4.6.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Scope of Services selection here]</td>
</tr>
<tr>
<td>[Add Location(s) selection here]</td>
<td></td>
</tr>
</tbody>
</table>

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

**Healthy and Nutritious Meals - All Students**

1. The district will continue to provide resources for nutrition education and materials to promote

2017-18 Actions/Services: Healthy and Nutritious Meals - All Students

1. The district will maintain nutrition education resources and continue communicating the

2018-19 Actions/Services: Healthy and Nutritious Meals - All Students

1. The district will continue providing high quality, nutrient dense meals for students in all

2019-20 Actions/Services: Healthy and Nutritious Meals - All Students
healthy alternatives for classroom celebrations, and will work to ensure that all competitive food sales align with the district’s wellness policy and state and federal guidelines.

2. The district will explore the positive effects of recess before lunch at targeted elementary schools.

3. The district will continue its existing programs to ensure students are well-nourished and prepared to learn.

4. The district will expand the Breakfast in the Classroom program and nutrition break at Community Eligibility Provision (CEP) schools.

importance of adhering to the district’s Wellness Policy guidelines on nutritious foods for all food sales and celebrations.

2. The district will continue communicating to principals the benefits of recess before lunch and encourage them to adopt the schedule change.

3. The district will continue focusing on innovative ways to increase access to freshly prepared, nutritious foods, specifically through the California Food for California Kids Initiative, to ensure students are well-nourished and ready to learn.

4. The district will add six schools to the Breakfast in the Classroom program and five schools to nutrition break at Community Eligibility Provision (CEP) schools, and will explore the implementation of Breakfast in the Classroom or nutrition break at all eligible schools.

school meal programs, including breakfast before the bell, breakfast in the classroom, nutrition break, lunch, after school snack and supper, and winter, spring and summer intersession meal programs.

2. The district will continue supporting the district Wellness Policy in encouraging adherence to California Smart Snacks rules for all food and beverage sales during the school day at all district school sites.

3. The district will continue offering nutrition education and school garden support throughout the district.

4. The district will continue meal service methods at eligible schools that have yet to adopt breakfast in the classroom and nutrition break or other innovative programs.

5. The district will continue the Love Food Not Waste program, which diverts leftover prepared food from the landfill to hunger relief organizations. We will also continue working towards reducing the amount of single use plastics in our school meal program.

<table>
<thead>
<tr>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
</tr>
<tr>
<td>Amount</td>
</tr>
<tr>
<td>Source</td>
</tr>
</tbody>
</table>
### Action 4.7.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Scope of Services selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18  
Select from New, Modified, or Unchanged for 2018-19  
Select from New, Modified, or Unchanged for 2019-20

| Modified | Modified | Modified |

#### 2017-18 Actions/Services

**Attractive, Clean and Well Maintained Schools - All Students**

1. The district will continue to maintain clean and inviting schools that are worthy of our students and families.

#### 2018-19 Actions/Services

**Attractive, Clean and Well Maintained Schools - All Students**

1. The district will continue to maintain clean, safe, environmentally friendly, and inviting schools that are worthy of our students and families and encourage successful teaching and learning. Physical environments will be viewed through the lens of improving student attendance and academic achievement and reducing negative behaviors. Such physical attributes as newer or modernized buildings, improved

#### 2019-20 Actions/Services

**Attractive, Clean and Well Maintained Schools - All Students**

1. The district will continue to maintain clean, safe, environmentally friendly, and inviting schools that are worthy of our students and families and encourage successful teaching and learning. Physical environments will be viewed through the lens of improving student attendance and academic achievement and reducing negative behaviors. Such physical attributes as newer or modernized buildings, improved
2. Schools will continue to be well maintained and in good repair.

3. Schools will continue to be provided with necessary supplies and utilities.

4. Schools will continue to operate in a sustainable and environmentally responsible manner.

5. Training and updates will continue to be provided to ensure well-prepared and informed staff.

lighting, thermal comfort, acoustics, and indoor air quality will be included in facility design, planning and construction and maintenance. Learning spaces will mirror the district’s commitment to improving the quality of education, and the value and personal experience of students. The district’s school structures will symbolize hope, opportunity, and stability for students and show students and families that they are respected and special individuals that are welcomed and valued.

2. Schools will continue to be well maintained and in good repair. Schools will be inspected annually using the State’s Facility Inspection Tool (FIT). Identified deficiencies will be quickly remedied.

3. Schools will continue to be provided with necessary supplies and utilities.

4. Schools will continue to operate in a sustainable and environmentally responsible manner. The district will continue to be a leader in energy conservation as more solar arrays are installed and energy conservation projects completed.

5. Training and updates will continue to be provided to ensure well-prepared and informed staff.

6. The district is committed to leading the state and nation in reducing the students exposure to the harmful effects of lead in drinking water by adopting a 5 parts per billion (ppb) action level for drinking water; This is one third of the established EPA action level of 15 ppb. Drinking water outlets are tested and remediated when results exceed the district action level. New design standards include bottle filling stations on every campus.
## Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<td>b. $27,600,000</td>
<td>b. $5,000,000</td>
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<tr>
<td>Source</td>
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<td>a. LCFF Base</td>
<td>a. LCFF Base</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Other - Restricted Maintenance</td>
<td>b. Other - Other Unrestricted</td>
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<tr>
<td>Budget</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Reference</td>
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<td>2000-7000</td>
<td>2000-7000</td>
</tr>
<tr>
<td></td>
<td>b. 2000, 4000, 5000, 6000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Action 4.8.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
(Select from All, Students with Disabilities, or Specific Student Groups)

| All | All Schools |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]  
[Add Scope of Services selection here]  
[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

| Modified | Unchanged | Modified |

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20
2017-18 Actions/Services

**Safe and Secure Schools - All Students**
1. The district will ensure that school safety and security continues to be a priority that is monitored by school staff with the support of School Police Services, including the annual update of School Safety Plans and Emergency Response Plans and inspection of Emergency Response Boxes; student supervision; and School Safety Committees. Support will include summer training for all principals on safe school planning, along with tutorial videos for district staff posted on the School Police website.

2. Emergency communications upgrades will continue as planned.

3. School Police Services will continue to provide a variety of ongoing trainings in response to requests from school or community for school staff, parents, and students such as Active Shooter/Options Based Response for K-12 Staff, Crimestoppers, Gang and Drug Awareness (including the district’s K9 officer), “stranger-danger,” regional crime awareness at cluster meetings, traffic and teen driving safety, etc.

---

2018-19 Actions/Services

**Safe and Secure Schools - All Students**
1. The district will ensure that school safety and security continue to be a priority that is monitored by school staff with the support of School Police Services, including the annual update of School Safety Plans and Emergency Response Plans and inspection of Emergency Response Boxes; student supervision; and School Safety Committees. Support will include summer training for all principals on safe school planning, along with tutorial videos for district staff posted on the School Police website.

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---

2019-20 Actions/Services

**Safe and Secure Schools - All Students**
1. The district will ensure that school safety and security continue to be a priority that is monitored by school staff with the support of School Police Services, including the annual update of School Safety Plans and Emergency Response Plans and inspection of Emergency Response Boxes; student supervision; and School Safety Committees. Support will include training opportunities for all principals on safe school planning, along with tutorial videos for district staff posted on the School Police website.

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---

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
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<td>LCFF Base</td>
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</tbody>
</table>
Goals, Actions, & Services
Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

<table>
<thead>
<tr>
<th>Goal 5</th>
</tr>
</thead>
</table>

**Family and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families and Communities:** Families and community members are engaged and work within and across schools to support student learning. Neighborhood schools are highly regarded for their quality as well as their service as centers for extended learning and enrichment opportunities, and academic and social services.

**State and/or Local Priorities addressed by this goal:**

State Priorities: 3
Local Priorities: Vision 2020: Parent and community engagement with highly regarded neighborhood schools that serve students, families and communities.

**Identified Need:**

The CalSchools Parent Survey return rate of approximately 26% clearly indicates that the district must continue to support meaningful and productive partnerships with parents and communities to ensure a greater degree of meaningful participation and engagement leading to enrollment of an increasing share of neighborhood students.

**Expected Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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<td>School Climate Survey - Safety</td>
<td>Gr. 5 = 81%</td>
<td>Gr. 5 = 83%</td>
<td>Gr. 5 = 85%</td>
<td>Gr. 5 = 87%</td>
</tr>
<tr>
<td></td>
<td>Gr. 7 = 66%</td>
<td>Gr. 7 = 68%</td>
<td>Gr. 7 = 70%</td>
<td>Gr. 7 = 72%</td>
</tr>
<tr>
<td>School Climate Survey - Caring Relationships (students via CHKS and parents via CSPS)</td>
<td>Gr. 9 = 61% Gr. 11 = 65%</td>
<td>Gr. 9 = 63% Gr. 11 = 67%</td>
<td>Gr. 9 = 65% Gr. 11 = 69%</td>
<td>Gr. 9 = 67% Gr. 11 = 71%</td>
</tr>
<tr>
<td>School Climate Survey - High Expectations (students via CHKS and parents via CSPS)</td>
<td>Gr. 5 = 61% Gr. 7 = 35% Gr. 9 = 27% Gr. 11 = 34%</td>
<td>Gr. 5 = 63% Gr. 7 = 37% Gr. 9 = 29% Gr. 11 = 36%</td>
<td>Gr. 5 = 65% Gr. 7 = 39% Gr. 9 = 31% Gr. 11 = 38%</td>
<td>Gr. 5 = 67% Gr. 7 = 41% Gr. 9 = 33% Gr. 11 = 40%</td>
</tr>
<tr>
<td>School Climate Survey - Meaningful Participation (students via CHKS and parents via CSPS)</td>
<td>Gr. 5 = 23% Gr. 7 = 15% Gr. 9 = 12% Gr. 11 = 13%</td>
<td>Gr. 5 = 25% Gr. 7 = 17% Gr. 9 = 14% Gr. 11 = 15%</td>
<td>Gr. 5 = 27% Gr. 7 = 19% Gr. 9 = 16% Gr. 11 = 17%</td>
<td>Gr. 5 = 29% Gr. 7 = 21% Gr. 9 = 18% Gr. 11 = 19%</td>
</tr>
<tr>
<td>School Enrollment Patterns – Neighborhood Participation Rates: Clairemont Crawford Henry Hoover Kearny La Jolla Lincoln Madison Mira Mesa Mission Bay Morse Point Loma San Diego Scripps Ranch Serra</td>
<td>49.3 44.0 77.7 59.7 57.5 94.2 50.3 53.4 83.9 78.1 60.5 79.2 55.1 93.4 84.6 84.5</td>
<td>52.4 47.6 77.9 61.7 59.8 94.2 53.3 56.1 83.9 78.3 62.5 80.0 57.6 93.4 84.6 84.5</td>
<td>55.4 51.2 80.0 63.8 62.0 94.2 56.2 58.7 83.9 78.5 64.4 80.0 60.1 93.4 84.6</td>
<td>58.5 54.8 78.4 65.8 64.3 94.2 59.2 61.4 83.9 78.7 66.4 80.0 62.6 93.4 84.6</td>
</tr>
<tr>
<td>University City</td>
<td>School Enrollment Patterns – Cluster Articulation Rates:</td>
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<td>84.5</td>
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<tr>
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<td>----------------------------------------------------------</td>
<td>------</td>
<td>------</td>
<td></td>
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<tr>
<td>Clairemont</td>
<td>75.6</td>
<td>78.0</td>
<td>80.5</td>
<td>82.9</td>
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<tr>
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<td>52.8</td>
<td>58.0</td>
<td>63.3</td>
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<tr>
<td>Henry</td>
<td>90.8</td>
<td>91.7</td>
<td>92.6</td>
<td>93.5</td>
</tr>
<tr>
<td>Hoover</td>
<td>79.0</td>
<td>81.1</td>
<td>83.2</td>
<td>85.3</td>
</tr>
<tr>
<td>Kearny</td>
<td>59.8</td>
<td>63.8</td>
<td>67.8</td>
<td>71.9</td>
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<tr>
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<td>97.3</td>
<td>97.6</td>
<td>97.9</td>
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<tr>
<td>Lincoln</td>
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<td>61.2</td>
</tr>
<tr>
<td>Madison</td>
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<td>71.7</td>
<td>74.8</td>
<td>78.0</td>
</tr>
<tr>
<td>Mira Mesa</td>
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<td>94.8</td>
</tr>
<tr>
<td>Mission Bay</td>
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<td>91.4</td>
<td>92.3</td>
<td>93.3</td>
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<tr>
<td>Morse</td>
<td>43.7</td>
<td>49.3</td>
<td>55.0</td>
<td>60.6</td>
</tr>
<tr>
<td>Point Loma</td>
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<td>95.4</td>
<td>95.9</td>
<td>96.4</td>
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<td>San Diego</td>
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<td>60.9</td>
<td>65.8</td>
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<td>Scripps Ranch</td>
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<td>Serra</td>
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<td>94.4</td>
<td>95.1</td>
</tr>
<tr>
<td>University City</td>
<td>91.5</td>
<td>92.3</td>
<td>93.2</td>
<td>94.0</td>
</tr>
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</table>

| Parent opportunities for input and participation (CalSchools Parent Survey return rate) | 29.9 | 35% | 40% | 45% |

<table>
<thead>
<tr>
<th>Schools with functional School Site Councils (SSCs)</th>
<th>Rosters: 21.5%</th>
<th>Rosters: 50%</th>
<th>Rosters: 75%</th>
<th>Rosters: 100%</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Agendas/Minutes: 37%</td>
<td>Agendas/Minutes: 60%</td>
<td>Agendas/Minutes: 80%</td>
<td>Agendas/Minutes: 100%</td>
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<tr>
<td>Participants in activities/opportunities that promote parent participation for all students including English Learners (EL), Foster Youth (FY), Low Income (LI) and Students with Disabilities (SWD)</td>
<td>7,120</td>
<td>7,832</td>
<td>8,544</td>
<td>9,256</td>
</tr>
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</table>
Planned Actions / Services

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

**Action 5.1.a.**

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
</tr>
<tr>
<td>All; Students with Disabilities; Specific Student Group: LGBTQIA</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Scope of Services selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18  Select from New, Modified, or Unchanged for 2018-19  Select from New, Modified, or Unchanged for 2019-20

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meaningful Engagement and Participation - All Students, Students w Disabilities, LGBTQIA</strong></td>
<td><strong>Meaningful Engagement and Participation - All Students, Students w Disabilities, LGBTQIA</strong></td>
<td><strong>Meaningful Engagement and Participation - All Students, Students w Disabilities, LGBTQIA</strong></td>
</tr>
<tr>
<td>1. The Family and Community Engagement (FACE) Team will work in conjunction with the area superintendents and the Special Education Division to facilitate and provide tools, resources, and training needed to establish and implement effective school and district level committees, including Site Governance Teams</td>
<td>1. The Family Engagement Team will work in conjunction with the Area Superintendents and the Special Education Division to facilitate and provide tools, resources, and training needed to assist with the recruitment and participation of parents to establish and implement effective school and district level committees, including Site Governance Teams (SGT) and the</td>
<td>1. The Family Engagement Team will work in conjunction with the Area Superintendents and the Special Education Division to facilitate and provide tools, resources, and training needed to assist with the recruitment and participation of parents to establish and implement effective school and district level committees, including Site Governance Teams (SGT) and the</td>
</tr>
</tbody>
</table>
(SGT) and the Community Advisory Committee (CAC) for Special Education.

2. The Special Education Division and Family and Community Engagement (FACE) will work in collaboration to host informational parent trainings, such as the parent training provided by Speech/Language Pathologists in Spring 2017.

3. An annual districtwide subgroup, school and cluster family engagement survey will be conducted to identify strengths and areas for improvement in family engagement.

4. Schools/parents/guardians will create a family engagement plan based on survey results, student academic needs, and/or identified priorities, and aligned to district goals and federal and state requirements. FACE resource teachers will work with staff to develop and implement effective instructional coaching cycles that engage families (i.e., family learning strategies home visits, student-led conferencing, etc.) as a strategy to meet desired family engagement plan outcomes.

5. Parents/guardians/community members will be provided with leadership training opportunities to enhance meaningful engagement, participation in shared decision making, and to assume leadership roles.

6. The FACE Team, in collaboration with Counseling and Guidance, Restorative Practices and schools, will plan and provide family engagement opportunities (e.g., workshops, print, video, online/on-demand, etc.) responsive to the needs of parents and families, and supportive of neighborhood culture and circumstance (e.g., FACE trainings, activities and resources pertaining to trauma informed care, restorative practices, strength-based Community Advisory Committee (CAC) for Special Education.

2. The Special Education Division and Special Education Ombudsperson office will continue to partner together to support parent learning around students with disabilities.

3. An annual districtwide subgroup, school and cluster family engagement survey will be conducted to identify strengths and areas for improvement in family engagement.

4. Schools/parents/guardians will create a family engagement plan based on survey results, student academic needs, and/or identified priorities, and aligned to district goals and federal and state requirements. Family Engagement resource teachers will work with staff to develop and implement effective instructional coaching cycles that engage families (i.e., family learning strategies home visits, student-led conferencing, etc.) as a strategy to meet desired family engagement plan outcomes.

5. Parents/guardians/community members will be provided with leadership training opportunities to enhance meaningful engagement, participation in shared decision making, and to assume leadership roles.

6. The Family Engagement Team, in collaboration with Counseling and Guidance, Restorative Justice Practices (RJP) and schools, will plan and provide family engagement opportunities (e.g., workshops, print, video, online/on-demand, etc.) responsive to the needs of parents and families, and supportive of neighborhood culture and circumstance (e.g., family engagement trainings, activities and restorative justice practices, strength-based
7. The FACE Team will build capacity in school staffs, engage and teach community partners and family leaders to empower every family with effective home-based instructional strategies (High Impact Home Strategies and/or family learning strategies) to support their student’s learning.

8. Parent information and training will be provided to families so they can access Parent Portal (through PowerSchool), and training and support on family technology use at home and social media to enhance and support student achievement at home.

9. Resources and materials (e.g., print, video, online/on-demand, etc.) will be provided to create a welcoming environment for all families and staff.

10. The district will engage the community in a broader dialog and examination of issues related to students, such as Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, Asexual (LGBTQIA), race, language, religion and culture.

11. The FACE Team will continue to support sites participating in the SDEA Pilot Home Visit Program, and will identify potential new sites for program expansion.

resources pertaining to trauma informed care, restorative justice practices, strength-based approaches, resilience, and social/emotional learning).

7. The Family Engagement Team will build capacity in school staffs, engage and teach community partners and family leaders to empower every family with effective home-based instructional strategies (High Impact Home Strategies and/or family learning strategies) to support their student’s academic and developmental goals.

8. Parent information and training will be provided to families so they can access Parent Portal (through PowerSchool) in order to have access to student grades, attendance data, assessment results, and school communication. Training also includes support orientation and building capacity with technology use at home and social media to enhance student achievement.

9. The Family Engagement Team will support and collaborate with sites to provide guidance on how to build a school that welcomes families as partners. Resources and materials (e.g., print, video, online, and training) will be provided to create a culture of shared responsibility for learning and success of students.

10. The Family Engagement Team will support the district as a partner to engage with the community in a broader dialog and examination of issues related to students, such as Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, Asexual (LGBTQIA), race, language, religion and culture.

11. The Family Engagement Team will continue to support sites participating in the San Diego Education Association (SDEA) Parent Teacher Home Visit Project with trainings and approaches, resilience, and social/emotional learning).
12. Parent workshops will be provided through district advisories and committees to inform and educate parents on the Local Control and Accountability Plan (LCAP), Individual Education Plans (IEP), educational systems, etc., so that parents and community partners can make informed recommendations to the various decision-making groups.

Program with trainings and assistance, and will identify potential new sites for program expansion to build trust and respectful relationships between home and school.

12. Parent workshops will be provided through district advisories and committees to inform and educate parents on the Local Control and Accountability Plan (LCAP), Individual Education Plans (IEP), educational systems, etc., so that parents and community partners can make informed recommendations to the various decision-making groups.

- Special Education trainings will include topics such as Least Restrictive Environment, Integrated Multi-Tiered Systems of Support (I-MTSS), Universal Design for Learning and the difference between accommodations and modifications.
- Cluster and site-level trainings will focus on the IEP process and supports for behavior and instruction for students with disabilities.

13. The FACE Team will work with parent leadership advisories and committees to utilize Design Thinking as a strategy to engage stakeholders in action driven initiatives to support student achievement and parental engagement and empowerment.

13. The Family Engagement Team will work with parent leadership advisories and committees to inform and educate parents on the Local Control and Accountability Plan (LCAP), Individual Education Plans (IEP), educational systems, etc., so that parents and community partners can make informed recommendations to the various decision-making groups.

Additionally, new sites will be identified for program expansion to build trust and respectful relationships between home and school. The team will collect attendance data and parent input to share staff, parents, and families.

12. In collaboration with the Special Education Department and the Ombudsman the Family Engagement Team will develop parent workshops with the district advisories and committees to inform and educate parents on the Local Control and Accountability Plan (LCAP), Individual Education Plans (IEP), educational systems, etc., so that parents and community partners can make informed recommendations to the various decision-making groups.

Special Education trainings will include topics such as Least Restrictive Environment, Integrated Multi-Tiered Systems of Support (I-MTSS), Universal Design for Learning and the difference between accommodations and modifications.

Cluster and site-level trainings will focus on the IEP process and supports for behavior and instruction for students with disabilities.

13. The Family Engagement Team will work with parent leadership advisories and committees by creating collaborative learning environments to utilize Design Thinking as a strategy to engage stakeholders in action driven initiatives to support student achievement, parental engagement and empowerment.

14. Stakeholder review and feedback opportunities on LCAP implementation and development will be encouraged at the district level to be taken back to the site level (e.g., through Site Governance Teams [SGT]).
development will be encouraged at the site level (e.g., through Site Governance Teams [SGT]).
through District Advisory Committees to filter back to Site Governance Teams [SGT], or English Learner Advisory Committee [ELAC]).

<table>
<thead>
<tr>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year</strong></td>
</tr>
<tr>
<td><strong>Amount</strong></td>
</tr>
<tr>
<td><strong>Source</strong></td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
</tr>
</tbody>
</table>

**Action 5.1.b.**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

English Learners; Foster Youth; Low Income; Homeless
All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**
Select from New, Modified, or Unchanged for 2017-18
Select from New, Modified, or Unchanged for 2018-19
Select from New, Modified, or Unchanged for 2019-20
<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meaningful Engagement and Participation - English Learners, Foster/Homeless, Low Income</strong>&lt;br&gt;1. The Family and Community Engagement (FACE) Team will work in conjunction with the Office of Language Acquisition (OLA) and the Finance Department to facilitate and provide tools, resources, and training needed to establish and (ELAC/DELAC), School Site Councils (SSC), and the District Advisory Council for Compensatory Education (DAC).&lt;br&gt;2. The FACE Team and schools will engage English Learner (EL), foster/homeless and low income families to better understand the education system, to ensure students are college and career ready (i.e., guidance on navigating the school system, Common Core and other new content standards, UC ‘a-g’ and graduation requirements, district goals, etc.).</td>
<td><strong>Meaningful Engagement and Participation - English Learners, Foster/Homeless, Low Income</strong>&lt;br&gt;1. The Family Engagement Team will work in conjunction with the Office of Language Acquisition (OLA) and the Finance Department to facilitate and provide tools, resources, and training needed to establish and implement effective school and district level committees, including English Learner Advisory Committees (ELAC/DELAC), School Site Councils (SSC), and the District Advisory Council for Compensatory Education (DAC).&lt;br&gt;a. The Office of Language Acquisition (OLA) and Family Engagement will continue to strengthen partnerships with English Learner (EL) parents and build a common vision and understanding for DELAC members of the family engagement services offered in 2018-19. The budget resource toolkit developed for school leaders will be shared with school-based parent leadership groups (e.g., ELACs) during the budget development process.&lt;br&gt;2. The Family Engagement Team and schools will engage English Learner (EL), foster/homeless and low income (LI) families to better understand the education system, to ensure students are college and career ready (i.e., guidance on navigating the school system, Common Core and other new content standards, UC ‘a-g’ and graduation requirements, district goals, etc.). The Office of Language Acquisition</td>
<td><strong>Meaningful Engagement and Participation - English Learners, Foster/Homeless, Low Income</strong>&lt;br&gt;1. The Family Engagement Team will work in conjunction with the Office of Language Acquisition (OLA) and the Finance Department to train, facilitate and provide tools, and resources needed to establish and implement effective school and district level committees, including English Learner Advisory Committees (ELAC/DELAC), School Site Councils (SSC), and the District Advisory Council for Compensatory Education (DAC).&lt;br&gt;a. The Office of Language Acquisition (OLA) and Family Engagement will continue to strengthen partnerships with English Learner (EL) parents and build a common vision and understanding for DELAC members of the family engagement services offered.&lt;br&gt;2. The Family Engagement Team and schools will partner with Integrated Youth Advocacy to engage English Learner (EL), foster/homeless and low income (LI) families to better understand the education system, to ensure students are college and career ready (i.e., guidance on navigating the school system, Common Core and other new content standards, UC ‘a-g’ and graduation requirements, district goals, etc.).</td>
</tr>
</tbody>
</table>
3. The FACE Team, in collaboration with Children and Youth in Transition (CYT), will develop and provide resources and work with identified families and students (i.e., military, homeless, foster) to offer parent/community engagement opportunities to increase students’ academic and social emotional achievement.

(OLA) will continue to partner and collaborate on designing parent friendly information about the education system to ensure English Learners (EL) are college and career ready.

3. The Family Engagement Team, in collaboration with Children and Youth in Transition (CYT), will develop and provide resources and work with identified families and students (i.e., military, homeless, foster, refugee) to offer parent/community engagement opportunities to increase students’ academic and social emotional achievement.

4. The district will partner with Harvard to plan and implement the Achievement Gap Prevention Project: A vision for family engagement from prenatal to college, at Logan Memorial Complex.

<table>
<thead>
<tr>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year</strong></td>
</tr>
<tr>
<td><strong>Amount</strong></td>
</tr>
<tr>
<td><strong>Source</strong></td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
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**Action 5.2.**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

<table>
<thead>
<tr>
<th>All</th>
</tr>
</thead>
</table>

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

<table>
<thead>
<tr>
<th>All Schools</th>
</tr>
</thead>
</table>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18
Select from New, Modified, or Unchanged for 2018-19
Select from New, Modified, or Unchanged for 2019-20

<table>
<thead>
<tr>
<th>Unchanged</th>
<th>Modified</th>
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</table>

2017-18 Actions/Services

**Parent and Community Assistance and Support - All Students**

1. The Quality Assurance Office will continue to be accessible and responsive to parents, staff and community who express concerns or seek assistance.

2018-19 Actions/Services

**Parent and Community Assistance and Support - All Students**

1. The Quality Assurance Office (QAO) will continue to be accessible and responsive to parents, staff and community who express concerns or seek assistance in a fair, timely and impartial manner. To optimize service, operations and efficiency, the Quality Assurance Office will develop an intake form for stakeholders to complete when visiting the Quality Assurance Office to facilitate the process for addressing and recording inquiries/concerns. The intake form will enable stakeholders to communicate the specific issue or areas of concern and why they believe the school site or department did not resolve the issue to their satisfaction. This information will allow QAO staff to review and determine the

2019-20 Actions/Services

**Parent and Community Assistance and Support - All Students**

1. The Quality Assurance Office (QAO) will continue to be accessible and responsive to parents, staff and community who express concerns or seek assistance in a fair, timely and impartial manner. To optimize service, operations and efficiency, the Quality Assurance Office will develop an intake form for stakeholders to complete when visiting the Quality Assurance Office to facilitate the process for addressing and recording inquiries/concerns. The intake form will enable stakeholders to communicate the specific issue or areas of concern and why they believe the school site or department did not resolve the issue to their satisfaction. This information will allow QAO staff to review and determine the
appropriate course of action as a first step in the resolution of the inquiry/concern. QAO will be engaged from the onset of the inquiry or concern until conclusion takes place in accordance with district protocols.

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
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<td>$1,284,855</td>
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<td>2000-5000</td>
</tr>
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</table>

**Action 5.3.a.**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here] [Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**English Learners**
Limited to Unduplicated Student Group(s)
All Schools
Translation and Interpretation Services - English Learners

1. Translation and interpretation services will continue to be provided to facilitate effective communication, engagement, and participation for all stakeholders.

2. The district will continue to review and respond to cluster-specific needs and communication preferences (e.g., the Crawford Cluster’s need for services in key languages including Arabic, Somali, Kizigua, Swahili, and Karen with preference for verbal/oral interpretation).

3. The district will continue to maintain staffing and resources for the Translation Department to more effectively serve a wider range of language groups and needs.

Translation and Interpretation Services - English Learners

1. Translation and interpretation services will continue to be provided to facilitate effective communication, engagement, and participation for all stakeholders.

2. The district will continue to review and respond to cluster-specific needs and communication preferences (e.g., the Crawford Cluster’s need for services in key languages including Arabic, Somali, Kizigua, Swahili, and Karen with preference for verbal/oral interpretation). Area Superintendents will continue to work closely with Cluster Chairs to ensure cluster meetings are supported in every way possible.

3. The district will continue to maintain staffing and resources for the Translation Department to more effectively serve a wider range of language groups and needs.

### Budgeted Expenditures

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<th>Year</th>
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<th>2019-20</th>
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### Action 5.3.b.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

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<th>Location(s):</th>
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<tbody>
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<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
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<tr>
<td>Specific Student Groups: English Learners</td>
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**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
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</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

[Add Students to be Served selection here] [Add Scope of Services selection here] [Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Unchanged

**Translation and Interpretation Services - English Learners**

1. Translation and interpretation services will continue to be provided to facilitate effective communication, engagement, and participation for all stakeholders.

2. The district will continue to review and respond to cluster-specific needs and communication preferences (e.g., the Crawford Translation and Interpretation Services - English Learners)

1. Translation and interpretation services will continue to be provided to facilitate effective communication, engagement, and participation for all stakeholders.

2. The district will continue to review and respond to cluster-specific needs and communication preferences (e.g., the Crawford Translation and Interpretation Services - English Learners)

1. Translation and interpretation services will continue to be provided to facilitate effective communication, engagement, and participation for all stakeholders.

2. The district will continue to review and respond to cluster-specific needs and communication preferences (e.g., the Crawford Translation and Interpretation Services - English Learners)
Cluster’s need for services in key languages including Arabic, Somali, Kizigua, Swahili, and Karen with preference for verbal/oral interpretation).

3. The district will continue to maintain staffing and resources for the Translation Department to more effectively serve a wider range of language groups and needs.

Cluster’s need for services in key languages including Arabic, Somali, Kizigua, Swahili, and Karen with preference for verbal/oral interpretation). Area Superintendents will continue to work closely with Cluster Chairs to ensure cluster meetings are supported in every way possible.

3. The district will continue to maintain staffing and resources for the Translation Department to more effectively serve a wider range of language groups and needs.

Cluster’s need for services in key languages including Arabic, Somali, Kizigua, Swahili, and Karen with preference for verbal/oral interpretation). Area Superintendents will continue to work closely with Cluster Chairs to ensure cluster meetings are supported in every way possible.

3. The district will continue to maintain staffing and resources for the Translation Department to more effectively serve a wider range of language groups and needs.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$40,222</td>
<td>$41,369</td>
<td>$45,465</td>
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<tr>
<td>Source</td>
<td>Other - Title I</td>
<td>Other - Title I</td>
<td>Other - Title I</td>
</tr>
</tbody>
</table>

### Action 5.4.a.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
## Actions/Services

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enrollment Options and Opportunities - All Students</strong></td>
<td><strong>Enrollment Options and Opportunities - All Students</strong></td>
<td><strong>Enrollment Options and Opportunities - All Students</strong></td>
</tr>
<tr>
<td>1. The Family Welcome and Enrollment Center will expand its services to provide support to families who wish to enroll their preschool aged children in district-operated preschools. This will provide a one-stop-shop service to families with preschool aged children and school-aged children to enroll in district schools.</td>
<td>1. The Family Welcome and Enrollment Center will expand its services to provide support to families who wish to enroll their preschool aged children in district-operated preschools. An Early Childhood Education opportunity will be identified for the Henry cluster as the Extended Transitional Kindergarten (ETK) pilot will be sunsetting. The PowerSchool module is expected to launch in the 2018-19 school year, which will increase access across the district. Families may enroll at the Enrollment Center and/or individual sites. Neighborhood Schools and Enrollment Options (NSEO) will investigate a county-wide online interdistrict attendance permit system to more accurately track interdistrict enrollment and related data.</td>
<td>1. The Family Welcome and Enrollment Center will further expand its services to provide support to families who wish to enroll their preschool aged children in district-operated preschools, by merging Early Childhood Education (ECE) under Neighborhood School and Enrollment Options (NSEO). The Pre-K enrollment process will be restructured to provide a more efficient process for families and staff. Early Childhood Education (ECE) opportunities in the Henry, La Jolla, Serra, and Scripps Ranch clusters will be researched. A new online process through SchoolMint will be initiated in 2019-20. Additional Choice application priorities will be included in the lottery process for the 2020-21 school year, providing greater access for a wider range of students. Neighborhood Schools and Enrollment Options (NSEO) will continue to investigate a county-wide online interdistrict attendance permit system to more accurately track interdistrict enrollment and related data.</td>
</tr>
<tr>
<td>2. The district will continue to phase out some optional attendance areas to improve cluster alignment, which is anticipated to improve</td>
<td>2. The district will continue to phase out some optional attendance areas to improve cluster alignment, which is anticipated to improve cluster neighborhood participation rates, and</td>
<td>2. The district will continue to examine the phasing out of optional attendance areas to improve cluster alignment, which is anticipated to improve cluster neighborhood participation rates, and</td>
</tr>
<tr>
<td>Cluster neighborhood participation rates, and improve coordination among schools within clusters, especially focusing on cluster elementary schools to promote articulation to neighborhood middle schools.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>improve coordination among schools within clusters, especially focusing on cluster elementary schools to promote articulation to neighborhood middle schools. Area Superintendents will continue to support these efforts to strengthen K-12 program alignment. Continued support for elementary schools in the Kearny and Clairemont Clusters will be provided in the launch of K-12 Science, Technology, Engineering, Arts and Math (STEAM) Pathways.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Area Superintendents will continue to support these efforts to strengthen K-12 program alignment. Continued support for elementary schools in the Kearny and Clairemont Clusters will be provided in the launch of K-12 Science, Technology, Engineering, Arts and Math (STEAM) Pathways. Neighborhood School and Enrollment Options (NSEO) will collaborate with OLA to ensure equitable access to dual language programs for both resident and Choice families, as well as to ensure parent choice for an English only program in their cluster.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continued support for elementary schools in the Kearny and Clairemont Clusters will be provided in the launch of K-12 Science, Technology, Engineering, Arts and Math (STEAM) Pathways. Neighborhood School and Enrollment Options (NSEO) will collaborate with OLA to ensure equitable access to dual language programs for both resident and Choice families, as well as to ensure parent choice for an English only program in their cluster. 3. Additional enhancements will be requested of the provider PowerSchool to further make the online Choice process more user friendly, and more clearly indicate which schools may provide bus service to qualified riders. Neighborhood Schools and Enrollment Options (NSEO) and Integrated Technology (IT) will engage in discussions with PowerSchool to request additional enhancements to make the application more informative for parents and more efficient for staff. 4. The Family Engagement Team’s community assistants and support staff will support schools within their communities with information sharing and school-based contacts to increase Pre-K and TK enrollment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>343</td>
<td>343</td>
<td>343</td>
</tr>
<tr>
<td>Year</td>
<td>2017-18</td>
<td>2018-19</td>
</tr>
<tr>
<td>------</td>
<td>---------</td>
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| Amount | a. $517,051  
b. $261,932 | $258,638 | $43,638 |
| Source | a. LCFF Base  
b. Other - Title I | Other - Title I | Other - Title I |
| Budget Reference | a. 1000, 2000, 4000, 5000  
b. 1000, 2000, 4000, 5000 | 2000-5000 | 4000-5000 |

**Action 5.4.b.**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| English Learners, Foster Youth, Low Income | LEA-wide | All Schools |

**Actions/Services**

- Select from New, Modified, or Unchanged for 2017-18
- Select from New, Modified, or Unchanged for 2018-19
- Select from New, Modified, or Unchanged for 2019-20

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
</table>
| **Enrollment Options and Opportunities - English Learners, Foster Youth, Low Income**  
1. The Family Welcome and Enrollment Center will expand its services to provide support to | **Enrollment Options and Opportunities - English Learners, Foster Youth, Low Income**  
1. The Family Welcome and Enrollment Center will expand its services to provide families |
families who wish to enroll their preschool aged children in district-operated preschools. An Early Childhood Education opportunity will be identified for the Henry cluster as the Extended Transitional Kindergarten (ETK) pilot will be sunsetting. The PowerSchool module is expected to launch in the 2018-19 school year, which will increase access across the district. Families may enroll at the Enrollment Center and/or individual sites. Neighborhood Schools and Enrollment Options (NSEO) will investigate a county-wide online interdistrict attendance permit system to more accurately track interdistrict enrollment and related data.

2. The district will continue to phase out some optional attendance areas to improve cluster alignment, which is anticipated to improve cluster neighborhood participation rates, and improve coordination among schools within clusters, especially focusing on cluster elementary schools to promote articulation to neighborhood middle schools. Area Superintendents will continue to support these efforts to strengthen K-12 program alignment. Continued support for elementary schools in the Kearny and Clairemont Clusters will be provided in the launch of K-12 Science, Technology, Engineering, Arts and Math (STEAM) Pathways.

3. Additional enhancements will be made to the online Choice process to better organize complete enrollment support from Pre-K-12. A new online Pre K enrollment program via provider SchoolMint will be launched, providing a convenient remote method to enroll children in our Pre-K programs. Early Childhood Education opportunities in clusters without district run pre Ks will be explored. The PowerSchool Choice module will provide additional application priorities, including those for continuity of enrollment for families that move out of a cluster or the district, for concurrent applications for siblings within a cluster, and for new to district pupils enrolling from non-district run schools, increasing enrollment access to more families. Neighborhood Schools and Enrollment Options (NSEO) will continue to pursue a county-wide online interdistrict attendance permit system to more accurately track interdistrict enrollment and related data.

2. The district will continue to phase out some optional attendance areas to improve cluster alignment, which is anticipated to improve cluster neighborhood participation rates, and improve coordination among schools within clusters, especially focusing on cluster elementary schools to promote articulation to neighborhood middle schools. Area Superintendents will continue to support these efforts to strengthen K-12 program alignment. Continued support for elementary schools in the Kearny and Clairemont Clusters will be provided in the launch of K-12 Science, Technology, Engineering, Arts and Math (STEAM) Pathways.

3. Additional enhancements will be made to the online Choice process to better organize applications to sites with multiple strand
applications to sites with multiple strand programs, and more clearly indicate which schools may provide bus service to qualified riders. Neighborhood Schools and Enrollment Options (NSEO) and Integrated Technology (IT) will engage in discussions with PowerSchool to request additional enhancements to make the application more informative for parents and more efficient for staff.

4. The Family Engagement Team’s community assistants and support staff will support schools within their communities with information sharing and school-based contacts to increase Pre-K and TK enrollment.

---

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<td>$920,042</td>
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<td>Source</td>
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<td>LCFF S/C</td>
</tr>
<tr>
<td>Budget Reference</td>
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<td>2000-5000</td>
<td></td>
</tr>
</tbody>
</table>

**Action 5.5.**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

**Location(s):**
San Diego Unified School District

(Select from All, Students with Disabilities, or Specific Student Groups)

<table>
<thead>
<tr>
<th>All</th>
<th>Specific Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Elementary and K-8: Carson, Language Academy, Linda Vista, Tierrasanta</td>
</tr>
<tr>
<td></td>
<td>Middle: Farb, Montgomery</td>
</tr>
<tr>
<td></td>
<td>High: Kearny, Serra</td>
</tr>
</tbody>
</table>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Scope of Services selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

Actions/Services

Select from New, Modified, or Unchanged for 2017-18  
Select from New, Modified, or Unchanged for 2018-19  
Select from New, Modified, or Unchanged for 2019-20

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>District Pathways - All Students</strong></td>
<td><strong>District Pathways - All Students</strong></td>
<td><strong>District Pathways - All Students</strong></td>
</tr>
<tr>
<td>1. The Spanish dual immersion program that started with Kindergarten students at Tierrasanta Elementary in 2016-17 will expand to first grade. As students move through the grade levels, the program will expand to Farb Middle and Serra High Schools.</td>
<td>1. The Spanish dual immersion program that started with Kindergarten students at Tierrasanta Elementary in 2016-17 will expand to first grade. As students move through the grade levels, the program will expand to Farb Middle and Serra High Schools. Adelante curriculum will be provided for expanding grade levels of Spanish.</td>
<td>1. The Spanish dual immersion program that started with Kindergarten students at Tierrasanta Elementary, Muir Language Academy, and Kimbrough Elementary will expand to accommodate the next grade level until fifth grade. As students move through the grade levels, the program will expand to middle and high schools. Benchmark Adelante and Advance curriculum will be provided for expanding (K-6) grade levels of Spanish.</td>
</tr>
<tr>
<td>2. Through a 2016 federal magnet grant, Montgomery Middle, Linda Vista Elementary</td>
<td>2. Through a 2016 federal magnet grant, Montgomery Middle, Linda Vista Elementary</td>
<td>2. Montgomery Middle, Linda Vista Elementary and Carson Elementary Schools are in Year 3 of their transition to Science, Technology,</td>
</tr>
</tbody>
</table>

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San Diego Unified School District

and Carson Elementary Schools will have a STEAM focus and academic programs will be aligned to Kearny High School. Applications for additional magnet grants are being submitted to continue expansion of the STEAM focus.

3. Planning for the expansion of the Language Academy and increasing dual language programs across the district will continue between the Office of Language Acquisition and the Facilities Planning and Construction staffs.

<table>
<thead>
<tr>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year</strong></td>
</tr>
<tr>
<td><strong>Amount</strong></td>
</tr>
<tr>
<td><strong>Source</strong></td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
</tr>
</tbody>
</table>

Engineering, Arts and Math (STEAM) Magnet Schools, funded by the 2016 Federal Magnet School Assistance Program (MSAP) Grant. The MSAP grant project will be going into a Year 4 no-cost extension for the 2019-20 school year, providing opportunity to expanding marketing and recruitment, revise and continue to strengthen STEAM units of inquiry, focus on the pedagogical shifts necessary for inquiry-based, process oriented teaching and learning, and align their academic programs to Kearny High School.

3. The Office of Language Acquisition will continue to support the sister school partnership with the John Muir Language Academy and increasing dual language programs across the district. The Office of Language Acquisition (OLA) will continue to provide translation of Critical Concepts and English Language Development (ELD) Bundles in Spanish.
### Action 5.6.

#### For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</th>
<th>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

OR

#### For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)</th>
<th>Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</th>
<th>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Scope of Services selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

#### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modified</td>
<td>Modified</td>
<td>Modified</td>
</tr>
</tbody>
</table>

#### Community Relations and Partnerships - All Students

1. The district will continue to improve communication strategies and structures for timely and easy access to information, support, and resources.
2. Community partnerships to support student and family engagement and learning will continue to be cultivated, sustained, and expanded.
3. Current, accurate, and timely communication will continue to be provided to parents regarding student learning (e.g., Naviance, website, automated calls, school and teacher.

#### Community Relations and Partnerships - All Students

1. The district will continue to improve communication strategies and structures for timely and easy access to information, support, and resources.
2. Community partnerships to support student and family engagement and learning will continue to be cultivated, sustained, and expanded.
3. Current, accurate, and timely communication will continue to be provided to parents regarding student learning (e.g., Naviance, website, automated calls, school and teacher.

#### Community Relations and Partnerships - All Students

1. The district will continue to improve communication strategies and structures for timely and easy access to information, support, and resources.
2. Continue to foster community partnerships to support student and family engagement and learning. Learning partnerships will continue to be cultivated, sustained, and expanded.
3. Current, accurate, and timely communication will continue to be provided to parents regarding student learning (e.g., Naviance, website, automated calls, school and teacher.
automated calls, school and teacher communications). The Integrated Technology (IT) Division will further enhance the PowerSchool Parent Portal to provide school staff and parents/guardians that have students riding the bus with realtime pickup/dropoff location and time information displayed in a map interface for easy use. By leveraging information from the Transportation Zonar ZPass system, this means communication will allow for parents/guardians and school sites to answer questions immediately about where their student(s) was picked up and dropped off on any given day.

4. The Family and Community Engagement (FACE) Team will work in collaboration with School Police Services to strengthen community relations, provide resources and supports for at-risk youth and their families, identify community safety issues and support in community building (i.e., True Blue Program, Coffee with the Chief, school community walks, etc.). School Police Services will partner with Integrated Youth Services to continue building relationships and partnerships with school communities.

4. The Family Engagement Team will work in collaboration with School Police Services to strengthen community relations, provide resources and supports for at-risk youth and their families, identify community safety issues and support in community building (i.e., True Blue Program, Coffee with the Chief, school community walks, etc.). School Police Services will partner with Integrated Youth Services to continue building relationships and partnerships with school communities.

5. The Integrated Youth Services Division will continue to work with community partners to align services and programs offered to students within schools at all grade levels. These partnerships will continue to be inclusive of all students and focused on enriching student access to academic, college/career readiness and social emotional success. The purpose of these
collaborations is to enhance students’ mental health and wellbeing, provide avenues for students to increase school engagement, create pathways of support for children/youth in transition, provide support services in collaboration with families and enrich the overall experiences of students in support of their academic success and college/career readiness.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<td>See actions 1.10.a., 1.10.b., 6.2.</td>
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<td>Source</td>
<td>See actions 1.10.a., 1.10.b., 6.2.</td>
<td>See actions 1.10.a., 1.10.b., 6.2.</td>
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<td>Budget Reference</td>
<td>See actions 1.10.a., 1.10.b., 6.2.</td>
<td>See actions 1.10.a., 1.10.b., 6.2.</td>
<td>See actions 1.10.a., 1.10.b., 6.2.</td>
</tr>
</tbody>
</table>

### Goals, Actions, & Services

**Strategic Planning Details and Accountability**
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

### Goal 6
Well-Orchestrated Districtwide Support Services and Communications: All parts of the organization - personnel and infrastructure - work together to support student success through quality schools in every neighborhood.

State and/or Local Priorities addressed by this goal:

Local Priorities: Vision 2020: Well-orchestrated districtwide support services and communications

Identified Need:

Stakeholder input and feedback consistently expresses a need for continued effective communications in a variety of formats, methods and languages. Continued streamlining of operations and services to provide for efficient and effective district infrastructure will result in the highest level of service to all students, families and stakeholders.

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Included in Goals 1-5)</td>
<td>(Included in Goals 1-5)</td>
<td>(Included in Goals 1-5)</td>
<td>(Included in Goals 1-5)</td>
<td>(Included in Goals 1-5)</td>
</tr>
</tbody>
</table>

Planned Actions / Services

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 6.1.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
</table>
### Basic Services and Infrastructure - All Students

1. The district will continue to provide infrastructure for basic services to ensure effective system-wide support for schools and personnel, including:
   
   a. Finance, payroll, and procurement services

   1. The Finance Division will continue to support the SDUSD community with timely financial updates, including presentation materials to increase the understanding of school financing. Targeted training and materials have been developed and will continue to be available for district staff. The Finance Team is collaborating with the Integrated Technology Team to provide online access to school and department level financial activity. Regular financial updates are provided to principals and site leaders in an effort to...
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Legal, legislative, risk management, labor relations, and charter school services</td>
<td>c. Human resource services</td>
<td>d. Integrated Technology (IT)</td>
</tr>
</tbody>
</table>
| e. Other operational services (e.g., distribution, real estate, etc.) | provide the clearest budget information to all stakeholders. | 2. The Strategic Sourcing and Contracts Department will continue to maximize the effectiveness, efficiency and economy in the procurement of goods and services, to provide excellent customer service, and to protect the district’s purchasing powers through standardized policies and procedures. The department will continue to focus on supporting schools and other departments by effectively and efficiently procuring goods and services through the use of competitively bid projects, cooperative contracting, and fostering partnerships with other public agencies. All services will continue to be provided in the most cost-effective manner with lowest possible cost to the district. | 2. The Strategic Sourcing and Contracts Department will continue to maximize the effectiveness, efficiency and economy in the procurement of goods and services, to provide excellent customer service, and to protect the district’s purchasing powers through standardized policies and procedures. The department will continue to focus on supporting schools and other departments by effectively and efficiently procuring goods and services through innovative strategies, such as; the use of competitively bid projects, cooperative contracting, and fostering partnerships with other public agencies. | b. Legal, legislative, risk management, labor relations, and charter school services. | c. Human Resource Services Division (HRSD). Utilizing the District’s focus on diversity and cultural proficiency, the Human Resource Services Division will continue to acquire and develop top talent. The Division will continue to enhance the capacity of site administrators, supervisor and managers in effective performance management practices that helps employees improve
San Diego Unified School District

- Other operational services (e.g., distribution, real estate, etc.).
  1. Distribution Services will continue to support academic excellence in the classroom through its district-wide delivery system for textbooks, equipment, supplies and other resources, resupplying Full Option Science System (FOSS) kits; moving material and equipment to and from district sites, supporting cafeterias with food delivery; delivering and distributing intra-district mail; and managing the storage of inactive student records.

  d. Integrated Technology (IT)
  In 2019-20 IT will be replacing the district's core infrastructure network hardware.

  e. Other operational services (e.g., distribution, real estate, etc.).
  1. Distribution Services will continue to support academic excellence in the classroom through its district-wide delivery system for textbooks, equipment, supplies and other resources, resupplying Full Option Science System (FOSS) kits; moving material and equipment to and from district sites, supporting cafeterias with food delivery; delivering and distributing intra-district mail; and managing the storage of inactive student records.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a.</td>
<td>$39,876,590</td>
<td>$13,552,255</td>
<td>$12,346,488</td>
</tr>
<tr>
<td>b.</td>
<td>$29,424,556</td>
<td>$49,234,037</td>
<td>$50,411,688</td>
</tr>
<tr>
<td>c.</td>
<td>$2,158,779</td>
<td>$1,736,276</td>
<td>$2,136,105</td>
</tr>
<tr>
<td>d.</td>
<td>$242,915</td>
<td>$185,108</td>
<td>$177,875</td>
</tr>
<tr>
<td>e.</td>
<td></td>
<td>$29,167</td>
<td></td>
</tr>
<tr>
<td>Source</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a.</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
<td>LCFF Base</td>
</tr>
<tr>
<td>b.</td>
<td>Other - Other Unrestricted</td>
<td>Other - Other Unrestricted</td>
<td>Other - Other Unrestricted</td>
</tr>
<tr>
<td>c.</td>
<td>Other - Title I</td>
<td>Other - Title I</td>
<td>Other - Title I</td>
</tr>
</tbody>
</table>

and to recognize those whose performance is outstanding.
### Action 6.2.

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**OR**

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Scope of Services selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

**Actions/Services**

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged</td>
<td>Modified</td>
<td>Modified</td>
</tr>
</tbody>
</table>

**Communications - All Students**

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Effective districtwide communication systems, methods, and strategies will continue to be provided within the district and extended to</td>
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</tr>
</tbody>
</table>
external stakeholders. Additional venues and strategies to effectively reach all stakeholders will be explored.

2. The district will continue to improve and refine district and school websites to be more user-friendly and transparent, better organized, and mobile/tablet friendly for all stakeholders including parents, community and staff.

3. The district will continue to expand the use of digital communications including webpages, electronic newsletters, social media, streaming and on-demand videos, and SchoolMessenger.

4. Communications and information sharing with clusters will continue to be enhanced.

5. The district will continue to collaborate with the County Office of Education and other districts on the development and distribution of standard, targeted messages to support student success.

---

<table>
<thead>
<tr>
<th>external stakeholders. Additional venues and strategies to effectively reach all stakeholders will be explored.</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

a. Neighborhood Schools and Enrollment Options (NSEO) will continue to update the web pages related to enrollment including information on the Choice process, changes in site programs and offerings, and historical data on Choice acceptance rates.

b. Early Childhood Education (ECE) information will be relocated to the Neighborhood School Enrollment Options (NSEO) pages.

3. The district will continue to expand the use of digital communications including webpages, electronic newsletters, social media, streaming and on-demand videos, and SchoolMessenger.

a. Neighborhood Schools and Enrollment Options (NSEO) will send regular SchoolMessenger notices regarding Choice deadlines and special enrollment events.

b. Neighborhood Schools and Enrollment Options (NSEO) will send regular SchoolMessenger notices regarding Early Childhood Education (ECE) pre-enrollment information as well as choice deadlines and special enrollment events.

4. Communications and information sharing with clusters will continue to be enhanced.

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<table>
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<tr>
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<tbody>
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b. Early Childhood Education (ECE) information will be relocated to the Neighborhood School Enrollment Options (NSEO) pages.

3. The district will continue to expand the use of digital communications including webpages, electronic newsletters, social media, streaming and on-demand videos, and SchoolMessenger.

a. Neighborhood Schools and Enrollment Options (NSEO) staff will regularly attend SDCOE trainings related to interdistrict enrollment, and correspond/collaborate with other districts countywide regarding best enrollment practices.

4. Communications and information sharing with clusters will continue to be enhanced.
6. Central Office departments will develop customer friendly systems and improve response times to district employees and external stakeholders, while striving to reach solutions at the lowest possible level.

6. Central Office departments will develop customer friendly systems and improve response times to district employees and external stakeholders, while striving to reach solutions at the lowest possible level.

a. The Integrated Technology (IT) Division will replace the current district HelpDesk system which will allow staff to more easily submit and track status of their technical support cases. IT staff will have more options to communicate updates/status, and have consolidated resources to conduct troubleshooting and resolution to the technical support needs of staff and student systems/devices. In 2019-20, the IT Division will provide additional support options in both the HelpDesk phone queues and the new system to better handle overlapping technology support with our Physical Plant Operations (PPO) department(s).

b. The Special Education Division will continue its emphasis on improving response time and communication.

c. Neighborhood Schools and Enrollment Options (NSEO) will continue to post frequent updates for staff with important information and directives relative to enrollment and school Choice.

5. The district will continue to collaborate with the San Diego County Office of Education (SDCOE) and other districts on the development and distribution of standard, targeted messages to support student success.

a. Neighborhood Schools and Enrollment Options (NSEO) and ECE staff will regularly attend SDCOE trainings related to enrollment, and correspond/collaborate with other districts countywide regarding best enrollment practices.
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>d.</strong></td>
<td>The Family Welcome and Enrollment Center will continue to provide excellent and efficient customer service to the community and school sites. A new automated phone system provides specific information on commonly asked topics and questions. The e-options email response system is monitored daily. Department leadership provides customer service training on a bi-monthly basis on topics such as effective and courteous communication strategies, working with challenging customers, and improving response times.</td>
</tr>
<tr>
<td><strong>e.</strong></td>
<td>The Family Welcome and Enrollment Center will update site and cluster videos that are streamed on the department’s television monitors. Student Netbooks with links to educational sites will be available for young children to access, along with a selection of thematic books for reading.</td>
</tr>
<tr>
<td><strong>f.</strong></td>
<td>Neighborhood Schools and Enrollment Options (NSEO) will continue to provide priority support to school sites through a new phone system that will direct callers to input their employee ID and route the call to the next available staff member.</td>
</tr>
<tr>
<td><strong>c.</strong></td>
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</tr>
<tr>
<td><strong>g.</strong></td>
<td>Physical Plant Operations (PPO) call center will continue to manage incoming calls for service, extend invitations annually to meet and review operational concerns with all school administrators.</td>
</tr>
</tbody>
</table>
San Diego Unified School District and continue to update automated response features in its maintenance management software.

h. The Human Resource Services Division will continue its emphasis on improving response time and communication.

<table>
<thead>
<tr>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year</strong></td>
</tr>
<tr>
<td><strong>Amount</strong></td>
</tr>
<tr>
<td><strong>Source</strong></td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
</tr>
</tbody>
</table>

**Action 6.3.**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

- All
- All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- [Add Students to be Served selection here]
- [Add Scope of Services selection here]
- [Add Location(s) selection here]

**Actions/Services**
<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
</table>
| **Operations in Alignment with Vision 2020 and LCAP Goals - All Students**  
1. The district will continue its work with the California School Boards Association to ensure that all policies and regulations are in alignment with the district’s Vision 2020 and LCAP goals.  
2. The district will increase efficiency and streamline operations through the consolidation of similar services, and align service locations to allow for the maximum provision of services to students.  
   a. The Instructional Technology Department will add instructional applications that school sites may subscribe to for their students, and leverage new Clever functionality that allows adding other links in the student portal for instructional content or other relevant tools that will make accessing technology easier for students and reduce school administration time. | **Operations in Alignment with Vision 2020 and LCAP Goals - All Students**  
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2. The district will increase efficiency and streamline operations through the consolidation of similar services, and align service locations to allow for the maximum provision of services to students.  
   a. The Instructional Technology Department will add instructional applications that school sites may subscribe to for their students, and leverage new Clever functionality that allows adding other links in the student portal for instructional content or other relevant tools that will make accessing technology easier for students and reduce school administration time. The IT Division and Early Childhood Education (ECE) department will implement an online parent application and enrollment management system.  
   b. ECE will be located at the Family Welcome and Enrollment Center for single location enrollment services, PreK - 12. |
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>See all actions</td>
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<tr>
<td>Source</td>
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<tr>
<td>Budget</td>
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<tr>
<td>Reference</td>
<td>See all actions</td>
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<td>See all actions</td>
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</table>
Demonstration of Increased or Improved Services for Unduplicated Pupils

<table>
<thead>
<tr>
<th>LCAP Year: <strong>2019-20</strong></th>
</tr>
</thead>
</table>

Estimated Supplemental and Concentration Grant Funds | Percentage to Increase or Improve Services
---|---
$126,215,370 | 15.11%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The 2019-20 percentage to increase or improve services for the San Diego Unified School District is 15.11% and the estimated LCFF Supplemental and Concentration Grant funding is $126,215,370. The following specific actions and services are principally directed toward and effective in meeting the district’s goals for unduplicated students.

The Early Childhood Education program is principally directed toward and effective in meeting the district’s goals for low income students by creating equitable and affordable access to preschool and early childhood development by ensuring students enter kindergarten prepared with the critical foundational skills, strategies, and experiences that promote success in school and beyond. (Action/Service 1.2.c, 5.4.b)

Counseling and guidance services support teaching and learning by ensuring all students achieve academic success and develop life skills through the acquisition of academic, career, and personal/social competencies, which will prepare them for meaningful participation in a diverse, changing world. This is critically important and principally directed toward and effective in meeting the district’s goals for unduplicated students by providing access to resources and services and ensuring continuous education without disruption. At the elementary level, counseling and guidance services, including IMTSS pilot schools and A², focus on students by identifying the need for social and emotional support in early learning. Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk. The work of counselors support the varying needs of unduplicated students that may be wide ranging and beyond the educational realm. Counselors ensure that students experiencing academic and personal/social barriers to learning receive guidance and information to ensure success in student attendance, behavior, and graduation. (Actions/Services 1.3.b, 4.1.b, 4.3.a)

Additional teachers are principally directed toward and effective in meeting the district’s goals for unduplicated students by allowing for more focus on classroom preparation and planning, identification and support of high risk students creating a wraparound service environment, and lowering class size. Unduplicated students often have other undue influences, peer pressure, and responsibilities outside of school that cause stress and anxiety and additional teachers provide a more focused and supportive learning environment. At the secondary level, additional allocations for teachers allow
for broader access through classes like AVID, intervention courses, and lower class size etc. (Actions/Services 1.2.c, 1.3.b, 1.5.b, 2.2.b)

Due to the extreme and varying demographic within the City of San Diego and the district, each school has unique needs based on student population. To supplement districtwide strategies, intervention funds are allocated to schools to assist in addressing specific needs in relation to and for the principal benefit of unduplicated students. The board has approved three categories for use: classroom support, interventions and professional development. (Action/Service 1.4.a)

Extended and alternative learning opportunities are principally directed toward and effective in meeting the district’s goals for unduplicated students by providing access and options for credit recovery, graduation, summer school, varying pathways to learning and broader student access to curriculum and wraparound services. For example, unduplicated students tend to have a lower rate of attendance and Saturday School allows for more educational opportunity. Unduplicated students tend to have higher dropout rates. Extended and online learning principally benefit unduplicated students by providing access to different course offerings, alternative school options and opportunities for credit recovery, and flexibility. Creating access to education and options for learning and flexibility is critical for underprivileged students who have a greater need due to demands outside of the school setting (Actions/Services 1.5.b, 1.8.a, 4.1.b)

Student communication skills are essential to student success, and unduplicated students in particular, who may not have access to outside services and who the data over identified for Special Education. Centralized Supports such as speech and language services are geared toward response to intervention and identification of student needs through a multi-tiered system of support. (Action/Service 1.5.b, 1.7.b)

Unduplicated students receiving special education services face a double barrier in education. Additional teachers provide smaller caseloads for the support of unduplicated students through focused intervention and support provided in the general education setting. (Action/Service 1.7.b)

The Office of Language Acquisition (OLA) is dedicated to serving the needs of English Learners (EL). OLA encourages and supports school communities to innovate teaching and learning, to inspire English Learner (EL) and multilingual students to imagine and realize their full personal, social, and academic potential. OLA supports the district in providing ELs with the full range of learning opportunities equivalent to those provided to native speakers of English. OLA is also committed to providing English Learners (EL) access to high quality educational programs designed to ensure they acquire full proficiency in English as rapidly and effectively as possible, in order to meet or exceed grade level standards for academic achievement. Additional speech and language services specifically for English Learners (EL) ensure wraparound services for the whole child and address double barriers to education. (Action/Service 1.8.a)

The Family Engagement Team offers support to families, staff, and community partners in engaging in highly effective practices that bring everyone together in support of the “whole child.” Services are principally directed toward meeting the needs of unduplicated students by bridging the relationship between student, family, community, and school through eliminating any potential communication or engagement roadblocks. For instance, services may include meals, transportation, translation, interpretation, and/or child care services for school meetings or events. The district continues to bring equity to Advanced Placement (AP) and International Baccalaureate (IB) courses ensuring unduplicated students have access and support districtwide by creating advanced education and global platforms for disadvantaged students and improving graduation rates. Positive Behavioral Interventions and Supports (PBIS) is geared toward the principal benefit of unduplicated students, who traditionally have high suspension and discipline rates, by placing an emphasis on school-wide systems of support that include proactive strategies for defining, teaching and supporting appropriate student behaviors to create positive school environments. (Action/Service 1.7.b, 1.10.b, 5.4.b)
Athletics offered in the school setting creates access to sports programs for all students by eliminating fees which prevent many disadvantaged students from being able to participate. Athletics is important in the social, emotional well-being and development of students. It provides a healthy regimen both mentally and physically to keep students focused in school and on their education. Athletic participation incentivizes students to maintain a minimum grade point average and citizenship, increases attendance rates, and keeps students focused in the classroom and engaged in their learning. (Action/Service 2.2.b)

College, Career and Technical Education (CCTE) provides high quality, college and career-themed programs that enrich and engage students with state-of-the-art, dynamic and challenging courses. These courses integrate core standards and industry competencies with real-world applications that prepare students for success. These programs serve as pathways to strengthen k-12 program alignment (i.e. the launch of k-12 STEAM pathway in the Kearny/Clairemont Clusters). The CCTE program is principally directed toward meeting the needs of unduplicated students because it offers accelerated and flexible learning modalities; as well as a variety of non-traditional educational platforms to keep the neediest students engaged and on a path to success whether that path is post-secondary education, or career development. CCTE provides the necessary skills for all students to move forward in life to the next stage of development which is especially important for high-risk students. (Action/Service 2.2.b)

The Junior Reserve Officers' Training Corps (JROTC) program provides at-risk students with needed resources and access to adult mentorship, leadership development, life skills, career development and academic achievement. (Action/Service 2.2.b)

Lincoln High School is one of the most diverse campuses in the district, with a high English Learner (EL) and Low Income (LI) student population. Additional funding is principally directed toward unduplicated students by providing services such as a vice principal for counseling and Grade 11, a college counselor to support all students in college classes, two resource teachers to support English Language Arts (ELA) and Math college classes, one pupil advocate to provide restorative support to all Grade 9 students, and a Springboard coach to work with all ELA teachers. (Action/Service 2.2.b)

The district is committed to providing students with opportunity, access and exposure to arts education. Additional resources for Visual and Performing Arts (VAPA) (i.e. staffing, instruments and uniforms) in education is principally directed toward unduplicated students who would otherwise not receive similar services outside of the classroom. VAPA promotes artistic literacy, innovation, creativity, and excellence by providing high quality, sequential, TK-12 arts experience for students. Arts education promotes self-directed learning, improves school attendance and sharpens critical and creative skills. (Action/Service 2.2.b)

Program allocations support Advanced Placement (AP), International Baccalaureate (IB), Gifted and Talented Education (GATE) or Dual Language programs. Additional resources are allocated to support the programs and are for the principal benefit of unduplicated students by creating equitable access and opportunity to advanced education and global platforms. (Action/Service 2.2.b)

Library services are principally directed toward and effective in meeting the district’s goals for unduplicated students by creating equitable access to learning tools, resources, materials, and technology. Providing library services on campus allows unduplicated students an equitable opportunity to succeed educationally through access to computers, laptops, books, reference materials and educational software. (Action/Service 2.4.b)
Additional certificated administrative resources are provided to ensure the needs of unduplicated students are being met at schools sites. Teacher recruitment and retention is focused on schools with high numbers of unduplicated students. (Action/Service 3.1.b)

Mental health services are principally directed toward and effective in meeting the district’s goals for unduplicated students by creating equitable access for all students who may not have access outside of the school environment due to lack of insurance, lack of funding, lack of transportation or accessibility; as well as lack of knowledge and understanding of mental health conditions. Psychologists and other mental health and behavior services strive to facilitate the educational and emotional development of all students, identifying needs using data-based decisions to promote mental health, welfare and education of students. (Action/Service 4.1.b)

Restorative Justice Practices (RJP) is geared toward the principal benefit of unduplicated students by cultivating a healthy and safe learning environment. Many unduplicated students have experienced trauma in their lives, sometimes making it difficult to build trusting healthy relationships. RJP cultivates community on campuses with a focus on building strong relationships between students and district employees. Students are held accountable for their actions while giving them a high level of support to create a campus culture of learning and safety for all school community members. By using restorative techniques, students and teachers can share positive and challenging personal stories about their school experience which, in turn, helps build empathy and stronger relationships. Based on stories shared, students and teachers can support each other and there is a natural desire to create conditions for everyone to feel connected. RJP helps all students, especially unduplicated students, through empowerment by giving them the skills to use proactive and responsive communication tools that nurture a positive school climate and address conflict by honoring the voice of all stakeholders in a way that is safe, respectful, equitable, and ensures accountability. (Action/Service 1.7.b, 4.1.b, 4.3.a)

Behavior support services are principally geared toward unduplicated students to provide social and emotional support. The district provides this support to ensure accessibility to services and the benefit of the "whole child" is being addressed to promote learning in a conducive environment. (Goal 1.7.b, 4.1.b)

Nursing and Wellness is principally directed toward the benefit of unduplicated students by providing access to a variety of essential health and wellness services, creating an environment of wraparound care for students, especially high-risk and the neediest student populations. Given the pervasive effects of trauma on health, Nursing and Wellness embraces the school community in the practice of Trauma Informed Care, Mindfulness, Restorative Practices and the use of evidence based research to achieve safety, health and well-being. (Action/Service 4.2.b, 4.3.a)

Children and Youth in Transition supports the continuity of education of students in transition including Foster Youth (FY), homeless students, military dependents, and refugees. The program's goal is to ensure that students receive a quality education during school transitions by providing access to resources like bus tokens, food, shelters and emergency housing, and other needed services. (Action/Service 4.3.a)

The Youth Advocacy Team provides a student-centered core focus that is principally directed toward meeting the needs of unduplicated students by ensuring that all schools are safe and inclusive environments for all students to thrive, with emphasis on vulnerable and at-risk students, including LGBTQIA, students with disabilities, English Learners (EL), students of color and students who may be targets of bullying motivated by either an actual or perceived attribute. (Action/Service 4.4.a)

Bilingual staff promote effective engagement and communications for English Learners (EL), their parents, and families to support student and
family communication and district customer service and resources for English learners and their families. (Action/Service 4.5.b) Translation services are principally geared toward the needs of unduplicated students. This targeted service is specifically to support English Learner (EL) students and families through communication and engagement. (Action/Service 1.7.b, 5.3.a) Neighborhood Schools and Enrollment Options (NSEO) is geared toward the principal benefit of unduplicated students by addressing equity and access for all students to schools across the district. The department supports the district’s integration goal in effort to create schools that are balanced and adequately represent the socio-economic demographic of the City at large. (Action/Service 5.4.b)
Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$126,215,370</td>
<td>15.11%</td>
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Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The 2019-20 percentage to increase or improve services for the San Diego Unified School District is 15.11% and the estimated LCFF Supplemental and Concentration Grant funding is $126,215,370. The following specific actions and services are principally directed toward and effective in meeting the district’s goals for unduplicated students.

The Early Childhood Education program is principally directed toward and effective in meeting the district’s goals for low income students by creating equitable and affordable access to preschool and early childhood development by ensuring students enter kindergarten prepared with the critical foundational skills, strategies, and experiences that promote success in school and beyond. (Action/Service 1.2.c, 5.4.b)

Counseling and guidance services support teaching and learning by ensuring all students achieve academic success and develop life skills through the acquisition of academic, career, and personal/social competencies, which will prepare them for meaningful participation in a diverse, changing world. This is critically important and principally directed toward and effective in meeting the district’s goals for unduplicated students by providing access to resources and services and ensuring continuous education without disruption. At the elementary level, counseling and guidance services, including IMTSS and A2, focus on students by identifying the need for social and emotional support in early learning. Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk. The work of counselors support the varying needs of unduplicated students that may be wide ranging and beyond the educational realm. Counselors ensure that students experiencing academic and personal/social barriers to learning receive guidance and information to ensure success in student attendance, behavior, and graduation. (Actions/Services 1.3.b, 4.1.b, 4.3.a)

Additional teachers are principally directed toward and effective in meeting the district’s goals for unduplicated students by allowing for more focus on classroom preparation and planning, identification and support of high risk students creating a wraparound service environment, and lowering class size. Unduplicated students often have other undue influences, peer pressure, and responsibilities outside of school that cause stress and anxiety and additional teachers provide a more focused and supportive learning environment. At the secondary level, additional allocations for teachers allow
for broader access through classes like AVID, intervention courses, and lower class size etc. (Actions/Services 1.2.c, 1.3.b, 1.5.b, 2.2.b)

Due to the extreme and varying demographic within the City of San Diego and the district, each school has unique needs based on student population. To supplement districtwide strategies, intervention funds are allocated to schools to assist in addressing specific needs in relation to and for the principal benefit of unduplicated students. The board has approved three categories for use: classroom support, interventions and professional development. (Action/Service 1.4.a)

Extended and alternative learning opportunities are principally directed toward and effective in meeting the district’s goals for unduplicated students by providing access and options for credit recovery, graduation, summer school, varying pathways to learning and broader student access to curriculum and wraparound services. For example, unduplicated students tend to have a lower rate of attendance and Saturday School allows for more educational opportunity. Unduplicated students tend to have higher dropout rates. Extended and online learning principally benefit unduplicated students by providing access to different course offerings, alternative school options and opportunities for credit recovery, and flexibility. Creating access to education and options for learning and flexibility is critical for underprivileged students who have a greater need due to demands outside of the school setting (Actions/Services 1.5.b, 1.8.a, 4.1.b)

Student communication skills are essential to student success, and unduplicated students in particular, who may not have access to outside services and who the data over identified for Special Education. Centralized Supports such as speech and language services are geared toward response to intervention and identification of student needs through a multi-tiered system of support. (Action/Service 1.5.b, 1.7.b)

Unduplicated students receiving special education services face a double barrier in education. Additional teachers provide smaller caseloads for the support of unduplicated students through focused intervention and support provided in the general education setting. (Action/Service 1.7.b)

The Office of Language Acquisition (OLA) is dedicated to serving the needs of English Learners (EL). OLA encourages and supports school communities to innovate teaching and learning, to inspire English Learner (EL) and multilingual students to imagine and realize their full personal, social, and academic potential. OLA supports the district in providing ELs with the full range of learning opportunities equivalent to those provided to native speakers of English. OLA is also committed to providing English Learners (EL) access to high quality educational programs designed to ensure they acquire full proficiency in English as rapidly and effectively as possible, in order to meet or exceed grade level standards for academic achievement. Additional speech and language services specifically for English Learners (EL) ensure wraparound services for the whole child and address double barriers to education. (Action/Service 1.8.a)

The Family Engagement Team offers support to families, staff, and community partners in engaging in highly effective practices that bring everyone together in support of the “whole child.” Services are principally directed toward meeting the needs of unduplicated students by bridging the relationship between student, family, community, and school through eliminating any potential communication or engagement roadblocks. For instance, services may include meals, transportation, translation, interpretation, and/or child care services for school meetings or events. The district continues to bring equity to Advanced Placement (AP) and International Baccalaureate (IB) courses ensuring unduplicated students have access and support districtwide by creating advanced education and global platforms for disadvantaged students and improving graduation rates. Positive Behavioral Interventions and Supports (PBIS) is geared toward the principal benefit of unduplicated students, who traditionally have high suspension and discipline rates, by placing an emphasis on school-wide systems of support that include proactive strategies for defining, teaching and supporting appropriate student behaviors to create positive school environments. (Action/Service 1.7.b, 1.10.b, 5.4.b)
Athletics offered in the school setting creates access to sports programs for all students by eliminating fees which prevent many disadvantaged students from being able to participate. Athletics is important in the social, emotional well-being and development of students. It provides a healthy regimen both mentally and physically to keep students focused in school and on their education. Athletic participation incentivizes students to maintain a minimum grade point average and citizenship, increases attendance rates, and keeps students focused in the classroom and engaged in their learning. (Action/Service 2.2.b)

College, Career and Technical Education (CCTE) provides high quality, college and career-themed programs that enrich and engage students with state-of-the-art, dynamic and challenging courses. These courses integrate core standards and industry competencies with real-world applications that prepare students for success. These programs serve as pathways to strengthen k-12 program alignment (i.e. the launch of k-12 STEAM pathway in the Kearny/Claremont Clusters). The CCTE program is principally directed toward meeting the needs of unduplicated students because it offers accelerated and flexible learning modalities; as well as a variety of non-traditional educational platforms to keep the neediest students engaged and on a path to success whether that path is post-secondary education, or career development. CCTE provides the necessary skills for all students to move forward in life to the next stage of development which is especially important for high-risk students. (Action/Service 2.2.b)

The Junior Reserve Officers' Training Corps (JROTC) program provides at-risk students with needed resources and access to adult mentorship, leadership development, life skills, career development and academic achievement. (Action/Service 2.2.b)

Lincoln High School is one of the most diverse campuses in the district, with a high English Learner (EL) and Low Income (LI) student population. Additional funding is principally directed toward unduplicated students by providing services such as a vice principal for counseling and Grade 11, a college counselor to support all students in college classes, two resource teachers to support English Language Arts (ELA) and Math college classes, one pupil advocate to provide restorative support to all Grade 9 students, and a Springboard coach to work with all ELA teachers. (Action/Service 2.2.b)

The district is committed to providing students with opportunity, access and exposure to arts education. Additional resources for Visual and Performing Arts (VAPA) (i.e. staffing, instruments and uniforms) in education is principally directed toward unduplicated students who would otherwise not receive similar services outside of the classroom. VAPA promotes artistic literacy, innovation, creativity, and excellence by providing high quality, sequential, TK-12 arts experience for students. Arts education promotes self-directed learning, improves school attendance and sharpens critical and creative skills. (Action/Service 2.2.b)

Program allocations support Advanced Placement (AP), International Baccalaureate (IB), Gifted and Talented Education (GATE) or Dual Language programs. Additional resources are allocated to support the programs and are for the principal benefit of unduplicated students by creating equitable access and opportunity to advanced education and global platforms. (Action/Service 2.2.b)

Library services are principally directed toward and effective in meeting the district’s goals for unduplicated students by creating equitable access to learning tools, resources, materials, and technology. Providing library services on campus allows unduplicated students an equitable opportunity to succeed educationally through access to computers, laptops, books, reference materials and educational software. (Action/Service 2.4.b)
Additional certificated administrative resources are provided to ensure the needs of unduplicated students are being met at schools sites. Teacher recruitment and retention is focused on schools with high numbers of unduplicated students. (Action/Service 3.1.b)

Mental health services are principally directed toward and effective in meeting the district’s goals for unduplicated students by creating equitable access for all students who may not have access outside of the school environment due to lack of insurance, lack of funding, lack of transportation or accessibility; as well as lack of knowledge and understanding of mental health conditions. Psychologists and other mental health and behavior services strive to facilitate the educational and emotional development of all students, identifying needs using data-based decisions to promote mental health, welfare and education of students. (Action/Service 4.1.b)

Restorative Justice Practices (RJP) is geared toward the principal benefit of unduplicated students by cultivating a healthy and safe learning environment. Many unduplicated students have experienced trauma in their lives, sometimes making it difficult to build trusting healthy relationships. RJP cultivates community on campuses with a focus on building strong relationships between students and district employees. Students are held accountable for their actions while giving them a high level of support to create a campus culture of learning and safety for all school community members. By using restorative techniques, students and teachers can share positive and challenging personal stories about their school experience which, in turn, helps build empathy and stronger relationships. Based on stories shared, students and teachers can support each other and there is a natural desire to create conditions for everyone to feel connected. RJP helps all students, especially unduplicated students, through empowerment by giving them the skills to use proactive and responsive communication tools that nurture a positive school climate and address conflict by honoring the voice of all stakeholders in a way that is safe, respectful, equitable, and ensures accountability. (Action/Service 1.7.b, 4.1.b, 4.3.a)

Behavior support services are principally geared toward unduplicated students to provide social and emotional support. The district provides this support to ensure accessibility to services and the benefit of the "whole child" is being addressed to promote learning in a conducive environment. (Goal 1.7.b, 4.1.b)

Nursing and Wellness is principally directed toward the benefit of unduplicated students by providing access to a variety of essential health and wellness services, creating an environment of wraparound care for students, especially high-risk and the neediest student populations. Given the pervasive effects of trauma on health, Nursing and Wellness embraces the school community in the practice of Trauma Informed Care, Mindfulness, Restorative Practices and the use of evidence based research to achieve safety, health and well-being. (Action/Service 4.2.b, 4.3.a)

Children and Youth in Transition supports the continuity of education of students in transition including Foster Youth (FY), homeless students, military dependents, and refugees. The program’s goal is to ensure that students receive a quality education during school transitions by providing access to resources like bus tokens, food, shelters and emergency housing, and other needed services. (Action/Service 4.3.a)

The Youth Advocacy Team provides a student-centered core focus that is principally directed toward meeting the needs of unduplicated students by ensuring that all schools are safe and inclusive environments for all students to thrive, with emphasis on vulnerable and at-risk students, including LGBTQIA, students with disabilities, English Learners (EL), students of color and students who may be targets of bullying motivated by either an actual or perceived attribute. (Action/Service 4.4.a)

Bilingual staff promote effective engagement and communications for English Learners (EL), their parents, and families to support student and
family communication and district customer service and resources for English learners and their families. (Action/Service 4.5.b)

Translation services are principally geared toward the needs of unduplicated students. This targeted service is specifically to support English Learner (EL) students and families through communication and engagement. (Action/Service 1.7.b, 5.3.a)

Neighborhood Schools and Enrollment Options (NSEO) is geared toward the principal benefit of unduplicated students by addressing equity and access for all students to schools across the district. The department supports the district’s integration goal in effort to create schools that are balanced and adequately represent the socio-economic demographic of the City at large. (Action/Service 5.4.b)
Demonstration of Increased or Improved Services for Unduplicated Pupils

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<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
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<td>$125,985,269</td>
<td>15.4 %</td>
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Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The 2018-19 minimum proportionality percentage for the San Diego Unified School District is 15.4% and the estimated LCFF Supplemental and Concentration Grant funding is $125,985,269. The district’s current spending plan accounts for more than the minimum proportionality percentage and takes into account the carryover from 2017-18. The following specific actions and services are principally directed toward and effective in meeting the district’s goals for unduplicated students.

The Early Childhood Education program is principally directed toward and effective in meeting the district’s goals for low income students by creating equitable and affordable access to preschool and early childhood development by ensuring students enter kindergarten prepared with the critical foundational skills, strategies, and experiences that promote success in school and beyond. (Action/Service 1.2.c.)

Counseling and guidance services support teaching and learning by ensuring all students achieve academic success and develop life skills through the acquisition of academic, career, and personal/social competencies, which will prepare them for meaningful participation in a diverse, changing world. This is critically important and principally directed toward and effective in meeting the district’s goals for unduplicated students by providing access to resources and services and ensuring continuous education without disruption. At the elementary level, counseling and guidance services focus on students by identifying the need for social and emotional support in early learning. Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk. The work of intervention counselors support the varying needs of unduplicated students that may be wide ranging and beyond the educational realm. Intervention counselors ensure that students experiencing academic and personal/social barriers to learning receive guidance and information to ensure success in student attendance, behavior, and graduation. (Actions/Services 1.3.b., 4.1.b.)
Additional teachers are principally directed toward and effective in meeting the district’s goals for unduplicated students by allowing for more focus on classroom preparation and planning, identification and support of high risk students creating a wraparound service environment. Unduplicated students often have other undue influences, peer pressure, and responsibilities outside of school that cause stress and anxiety and additional teachers provide a more focused and supportive learning environment. At the secondary level, additional allocations for teachers allow for broader access through classes like AVID, intervention courses, etc. (Actions/Services 1.2.c., 1.3.b., 1.5.b., 2.2.b.)

Due to the extreme and varying demographic within the City of San Diego and the district, each school has unique needs based on student population. To supplement districtwide strategies, intervention funds are allocated to schools to assist in addressing specific needs in relation to and for the principal benefit of unduplicated students. The board has approved three categories for use: classroom support, interventions and professional development. (Action/Service 1.4.a.)

Extended and alternative learning opportunities are principally directed toward and effective in meeting the district’s goals for unduplicated students by providing access and options for credit recovery, graduation, varying pathways to learning and broader student access to curriculum and wraparound services. For example, unduplicated students tend to have a lower rate of attendance and Saturday School allows for more educational opportunity. Unduplicated students tend to have higher dropout rates. Extended and online learning principally benefit unduplicated students by providing access to different course offerings, alternative school options and opportunities for credit recovery, and flexibility. Creating access to education and options for learning and flexibility is critical for underprivileged students who have a greater need due to demands outside of the school setting (Actions/Services 1.5.b., 4.1.b.)

Student communication skills are essential to student success, and unduplicated students in particular, who may not have access to outside services. Speech and language services are geared toward response to intervention and identification of student needs through a multi-tiered system of support. (Action/Service 1.5.b.)

The National Equity Project’s foundational work with district leadership prepares the district to address opportunity gaps to the principal benefit of unduplicated students to improve learning and education outcomes for students. (Action/Service 1.6.)

Unduplicated students receiving special education services face a double barrier in education. Additional teachers provide smaller caseloads for the support of unduplicated students through focused intervention and support provided in the general education setting. (Action/Service 1.7.b.)

The Office of Language Acquisition (OLA) is dedicated to serving the needs of English Learners (EL). OLA encourages and supports school communities to innovate teaching and learning, to inspire English Learner (EL) and multilingual students to imagine and realize their full personal, social, and academic potential. OLA supports the district in providing ELs with the full range of learning opportunities equivalent to those provided to native speakers of English. OLA is also committed to providing English Learners (EL) access to high quality educational programs designed to ensure they acquire full proficiency in English as rapidly and effectively as possible, in order to meet or exceed grade level standards for academic achievement. Additional speech and language services specifically for English Learners (EL) ensure wraparound services for the whole child and address double barriers to education. (Action/Service 1.8.a.)

The Family Engagement Team offers support to families, staff, and community partners in engaging in highly effective practices that bring everyone together in support of the “whole child.” Services are principally directed toward meeting the needs of unduplicated students by bridging the
relationship between student, family, community, and school through eliminating any potential communication or engagement roadblocks. For instance, services may include meals, transportation, translation and/or child care services for school meetings or events. Equal Opportunity Schools brings equity to Advanced Placement (AP) and International Baccalaureate (IB) courses ensuring unduplicated students have access and support districtwide by creating advanced education and global platforms for disadvantaged students. Positive Behavioral Interventions and Supports (PBIS) is geared toward the principal benefit of unduplicated students, who traditionally have high suspension and discipline rates, by placing an emphasis on school-wide systems of support that include proactive strategies for defining, teaching and supporting appropriate student behaviors to create positive school environments. (Action/Service 1.10.b.)

Athletics offered in the school setting creates access to sports programs for all students by eliminating fees which prevent many disadvantaged students from being able to participate. Athletics is important in the social, emotional well-being and development of students. It provides a healthy regimen both mentally and physically to keep students focused in school and on their education. Athletic participation incentivizes students to maintain a minimum grade point average and citizenship, increases attendance rates, and keeps students focused in the classroom and engaged in their learning. (Action/Service 2.2.b.)

College, Career and Technical Education (CCTE) provides high quality, college and career-themed programs that enrich and engage students with state-of-the-art, dynamic and challenging courses. These courses integrate core standards and industry competencies with real-world applications that prepare students for success. The CCTE program is principally directed toward meeting the needs of unduplicated students because it offers accelerated and flexible learning modalities; as well as a variety of non-traditional educational platforms to keep the neediest students engaged and on a path to success whether that path is post-secondary education, or career development. CCTE provides the necessary skills for all students to move forward in life to the next stage of development which is especially important for high-risk students. (Action/Service 2.2.b.)

The Junior Reserve Officers' Training Corps program provides at-risk students with needed resources and access to adult mentorship, leadership development, life skills, career development and academic achievement. (Action/Service 2.2.b.)

Lincoln High School is one of the most diverse campuses in the district, with a high English Learner (EL) and Low Income (LI) student population. Additional funding is principally directed toward unduplicated students by providing services such as a vice principal for counseling and Grade 11, a college counselor to support all students in college classes, two resource teachers to support English Language Arts (ELA) and Math college classes, two pupil advocates to provide restorative support to all Grade 9 students, and a Springboard coach to work with all ELA teachers. (Action/Service 2.2.b.)

The district is committed to providing students with opportunity, access and exposure to arts education. Additional resources for Visual and Performing Arts (VAPA) in education is principally directed toward unduplicated students who would otherwise not receive similar services outside of the classroom. VAPA promotes artistic literacy, innovation, creativity, and excellence by providing high quality, sequential, TK-12 arts experience for students. Arts education promotes self-directed learning, improves school attendance and sharpens critical and creative skills. (Action/Service 2.2.b.)

The district provides transportation services for eligible students participating in programs that provide opportunities for English Learners (EL), Foster Youth (FY), and Low Income (LI) students, such as Magnet and Voluntary Enrollment Exchange Program (VEEP), and to students grandfathered in Program Improvement. VEEP allows for students to access programs, services and opportunities at varying schools within the
district which bridges the socio-economic divide and creates more diverse schools. In addition, area shuttle services are provided in some areas to support students for whom walking routes to their neighborhood schools are deemed unsafe. (Action/Service 2.2.b.)

Program allocations support Advanced Placement (AP), International Baccalaureate (IB), Gifted and Talented Education (GATE) or Dual Language programs. Additional resources are allocated to support the programs and are for the principal benefit of unduplicated students by creating equitable access and opportunity to advanced education and global platforms. (Action/Service 2.2.b.)

Library services are principally directed toward and effective in meeting the district’s goals for unduplicated students by creating equitable access to learning tools, resources, materials, and technology. Providing library services on campus allows unduplicated students an equitable opportunity to succeed educationally through access to computers, laptops, books, reference materials and educational software. (Action/Service 2.4.b.)

Additional certificated administrative resources are provided to ensure the needs of unduplicated students are being met at schools sites. Teacher recruitment and retention is focused on schools with high numbers of unduplicated students. (Action/Service 3.1.b.)

Mental health services are principally directed toward and effective in meeting the district’s goals for unduplicated students by creating equitable access for all students who may not have access outside of the school environment due to lack of insurance, lack of funding, lack of transportation or accessibility; as well as lack of knowledge and understanding of mental health conditions. Psychologists and other mental health and behavior services strive to facilitate the educational and emotional development of all students, identifying needs using data-based decisions to promote mental health, welfare and education of students. (Action/Service 4.1.b.)

Restorative Justice Practices (RJP) is geared toward the principal benefit of unduplicated students by cultivating a healthy and safe learning environment. Many unduplicated students have experienced trauma in their lives, sometimes making it difficult to build trusting healthy relationships. RJP cultivates community on campuses with a focus on building strong relationships between students and district employees. Students are held accountable for their actions while giving them a high level of support to create a campus culture of learning and safety for all school community members. By using restorative techniques, students and teachers can share positive and challenging personal stories about their school experience which, in turn, helps build empathy and stronger relationships. Based on stories shared, students and teachers can support each other and there is a natural desire to create conditions for everyone to feel connected. RJP helps all students, especially unduplicated students, through empowerment by giving them the skills to use proactive and responsive communication tools that nurture a positive school climate and address conflict by honoring the voice of all stakeholders in a way that is safe, respectful, equitable, and ensures accountability. (Action/Service 4.1.b.)

Behavior support services are principally geared toward unduplicated students to provide social and emotional support. Many unduplicated students do not have access to these types of supports outside of the school setting. The district provides this support to ensure the benefit of the "whole child" is being addressed to promote learning in a conducive environment. (Goal 4.1.b.)

Nursing and Wellness is principally directed toward the benefit of unduplicated students by providing access to a variety of essential health and wellness services, creating an environment of wraparound care for students, especially high-risk and the neediest student populations. Given the pervasive effects of trauma on health, Nursing and Wellness embraces the school community in the practice of Trauma Informed Care, Mindfulness, Restorative Practices and the use of evidence based research to achieve safety, health and well-being. (Action/Service 4.2.b.)
Children and Youth in Transition supports the continuity of education of students in transition including Foster Youth (FY), homeless students, military dependents, and refugees. The program's goal is to ensure that students receive a quality education during school transitions by providing access to resources like bus tokens, food, shelters and emergency housing, and other needed services. (Action/Service 4.3.a.)

The Youth Advocacy Team provides a student-centered core focus that is principally directed toward meeting the needs of unduplicated students by ensuring that all schools are safe and inclusive environments for all students to thrive, with emphasis on vulnerable and at-risk students, including LGBTQIA, students with disabilities, English Learners (EL), students of color and students who may be targets of bullying motivated by either an actual or perceived attribute. (Action/Service 4.4.a.)

Bilingual staff promote effective engagement and communications for English Learners (EL), their parents, and families. (Action/Service 4.5.b.)

Translation services are principally geared toward the needs of unduplicated students. This targeted service is specifically to support English Learner (EL) students and families through communication and engagement. (Action/Service 5.3.a.)

Neighborhood Schools and Enrollment Options (NSEO) is geared toward the principal benefit of unduplicated students by addressing equity and access for all students to schools across the district. The department supports the district’s integration goal in effort to create schools that are balanced and adequately represent the socio-economic demographic of the City at large. (Action/Service 5.4.b.)
Demonstration of Increased or Improved Services for Unduplicated Pupils

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<th>LCAP Year</th>
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<th>2019–20</th>
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Estimated Supplemental and Concentration Grant Funds: $125,625,669

Percentage to Increase or Improve Services: 15.97%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The district's target proportionality percentage for 2017-18 is 15.97%. Services and supports for unduplicated students (English Learners [EL], Foster Youth [FY] and Low Income [LI]) will be increased and improved by at least 15.97%, as compared to services and supports provided to all students. This represents $125.6 million in supplemental and concentration funds.

The district will meet this proportionality percentage through allocated supplemental and concentration funds, representing increased services, of approximately $126 million. In addition, improved services will also be provided for focus students to promote equity and excellence for all students, in all schools as described below.

Goal 1.2.c.

Support for Early Learning Programs - English Learners, Foster Youth, Low Income

1. First grade students will receive differentiated instruction to ensure reading proficiency by Grade 3.
2. Lower class sizes will continue to be provided at elementary grades to benefit English Learners (EL), Foster Youth (FY), and Low Income (LI) students.
3. Targeted intervention and support will continue to be provided for at-risk learners including foster youth and low income students.
4. The district will continue to supplement and provide Early Childhood Education services to meet the needs of thousands of low-income families throughout the region.
1.3.b. **Support for Student Access to High-Level Coursework Leading to Graduation - English Learners, Foster, Homeless, Low Income**

1. Grades 9 and 10 intervention counselors will support at-risk students, including foster, homeless and low income, through well-coordinated reconnection strategies.

2. A comprehensive K-12 guidance plan will be developed that will include Strong and Strength Inventories to unlock the genius in all students, with emphasis on at-risk students. The Comprehensive School Counseling and Guidance Program (CSCGP) will be data-grounded and focused on the American School Counselor Association (ASCA) national model domains of academic, career, and social/emotional. The CSCGP will be collaboratively designed with counselors during the 2017-18 academic year and aligned to the Integrated Multi-Tiered System of Supports (I-MTSS) emphasizing a balanced approach for program selection, monitoring, and evaluation to align with state and district data points for measuring student progress. Embedded within the CSCGP are a series of grade-level activities framed in essential questions (i.e., Who am I? How can I showcase my strengths and skills? How will I contribute to society?) These activities are designed to expose students to their strengths, interests, and values; help them explore these strengths, interests and values in context; and encourage students to showcase their learning through experience. This combination of actions empowers students to unlock their genius and increase their sense of agency. The CSCGP is predicated on the assertion that every student deserves a quality education preparing them to walk through life as confident contributors empowered to design their own journeys.

3. Counseling services will be centralized under the Office of Secondary Schools to ensure continued monitoring of student progress using multiple measures of student outcomes over time. Tutoring, homework assistance and credit recovery opportunities will be available through the 21st Century CCLC ASSETS grant. Introductory and foundational level CCTE courses will be updated. CPA/Linked Learning/CCPT schools will provide strategic Grade 9 course offerings designed to engage students in career-themed academies, small learning communities, and small schools. The number of guest speakers will be increased to provide enhanced career awareness and foster career pathway interest. Professional development will be provided to ensure vertical alignment between middle schools and high schools.

4. Lower class sizes will continue to be provided at middle grades to benefit English Learners (EL), Foster Youth (FY), and Low Income (LI) students.

**Goal 1.4.a.**

**Supplemental School Allocations for Multiple Levels of Support - English Learners, Foster Youth, Low Income**

1. All schools will receive a supplemental Local Control Funding Formula (LCFF) allocation proportionate to the number of English Learners (EL), Foster Youth (FY) and Low Income (LI) students. Each school will select the most appropriate supplemental interventions, classroom supports and/or professional development supports and services to meet the specific needs of the EL, FY, and LI students. All schools will set goals, design plans for improvement and provide multiple levels of support for all student groups identified in their Single Plans for Student Achievement (SPSAs).
Site Councils (SSCs) will work with school instructional team members in consultation with site advisory groups, including parents and community members, in SPSA development.

Goal 1.5.b.

**Additional Intervention and Student Support - English Learners, Foster Youth, Low Income**

1. All high school students will have the opportunity to participate in UC ‘a-g’ approved online courses including Advanced Placement (AP), first time, and credit recovery courses.
2. Additional teachers may be allocated to schools after site enrollment is finalized. One of the factors considered is the numbers of English Learners (EL), Foster Youth (FY), and Low Income (LI) students.
3. The district will continue to offer additional educational opportunities for students who need academic support and enrichment (e.g., Saturday School, Extended Learning Opportunities).

Goal 1.7.b.

**Additional Support for Unduplicated Students (English Learners, Foster Youth, and Low Income)**

To provide for improved outcomes and close the achievement gap for unduplicated students with disabilities, the Special Education Division will coordinate, design, and provide for specialized and age-appropriate programs, services, and supports for students, birth to age 5, Grades TK-12, and ages 18-22. Programs and program services will include:

1. Providing dedicated translators and interpreters, trained to communicate specialized elements of special education and other supports to ensure parents, families, and caregivers are fully included in the student’s education.
2. Increased emphasis on behavioral supports and systems in schools to reduce the number of suspensions, expulsions and out of school placements (in alignment with the district’s restorative practices and PBIS work).
3. The district will continue to provide additional teachers to lower special education caseload and class sizes to focus additional support for English Learners (EL), Foster Youth (FY) and Low Income (LI) students.
4. The district will maintain its focus on centralized support over-represented students within special education, specifically English Learners (EL), Foster Youth (FY) and Low Income (LI) students.

Goal 1.8.a.

**Additional Support for English Learners**

1. The Office of Language Acquisition (OLA) will collaborate with and inform families and parents to provide organized English Learner (EL) support with an emphasis on:
a. Collaborating with schools to engage, sustain, and grow English Learner Advisory Committees (ELAC).
b. Providing training and support for the annual testing of English proficiency using the ELPAC.
c. Using reclassification rates to set baseline.
d. Best first practices for English Learners (EL) identified in the California ELA/ELD Framework.
e. Integrated Multi-Tiered Systems of Support (I-MTSS) for English Learner (EL) achievement by utilizing the priority standards and proficiency scales.
f. Students with Interrupted Formal Education (SIFE)/Refugee Committee.

2. Area superintendents, Common Core Cluster Support Teachers (CCCST), English Language Instructional Resource Teachers (ELIRT), in collaboration with the Office of Language Acquisition (OLA), will organize to support schools in the prevention of Long Term English Learners (LTEL) and underperforming reclassification students. English Language Instructional Resource Teachers (ELIRT) and school site English Learner (EL) coordinators will meet to review the reclassification process and expectations, discuss and inform protocol with parents/guardians through site English Learner Advisory Committees (ELAC), and conduct reclassification goal-setting conversations with students. During student-centered coaching cycles, focus on priority standards and proficiency scales for both Common Core and ELD Standards.

3. To promote accelerated English Language Development (ELD), English Learners (EL) will be provided with appropriate Integrated and Designated ELD instruction until they are reclassified as English proficient. Integrated ELD with an emphasis on acquiring academic English (language of the discipline and/or content) will be focused across Grades K-12. At the elementary level, daily Integrated and Designated ELD instruction will be provided utilizing the proficiency standards and proficiency scales. Middle and high school master schedules will provide appropriate courses, levels, and sections of Designated ELD classes to support enrolled English Learners (EL). Schools with high numbers of recently arrived/immigrant students will provide daily Integrated and Designated ELD instruction as well as access to grade level core curriculum, and ensure that they are provided appropriate differentiated instruction.

4. English Language Development instructional specialists (central office secondary team) from the Office of Language Acquisition (OLA) will support selected middle schools offering Academic Language Development (ALD) courses by co-teaching Lucy Calkins Writing Units of Study.

5. The district will continue to offer a Summer School program that provides opportunities and support for acceleration of English Learners (EL).

6. The district will increase written translation and oral interpretation services for families.

7. The district will develop an English Learner (EL) master plan that includes student expectations, grade level goals and well-articulated pathways for 21st Century college, career, and community readiness.

8. The Office of Language Acquisition (OLA) will meet with the Students with Interrupted Formal Education (SIFE) and refugee students’ committee on a quarterly basis to discuss best practices and strategies to support student progress. The committee, composed of staff, parents, community members and students, will seek solutions for the unique academic social and emotional needs of SIFE and refugee students. (SIFE includes students in Grades 4-12 who have experienced disruptions in their education in their native countries and/or the United States such that they are one or more years behind their grade level peers academically, and/or are unfamiliar with the culture of schooling.)
Goal 1.8.b.  
**Additional Support for English Learners**  
1. The Office of Language Acquisition (OLA) will provide professional learning opportunities that focus on instruction and supports for English learners (EL) (e.g. biliteracy, dual language, and secondary world language) and oversight of state and federal requirements. In collaboration with area superintendents and Instructional Support Officers, OLA will identify schools with high percentages of English Learners (EL) and coordinate a student-centered coaching cycle to build teacher capacity to serve English Learners (EL) and record student progress. OLA, with the support of the English Language Instructional Resource Teachers (ELIRT) will provide supports for dual language schools focused on the adopted curriculum for Grades K-3.

Goal 1.10.b.  
**Additional Support for Low Income Students**  
1. The Office of Leadership and Learning, in collaboration with Family and Community Engagement (FACE), will develop professional presentations and videos on the district’s early learning programs to inform parents and families of educational opportunities. 
2. The district will improve graduation rates for African American and Latino students. 
3. The district will support the expansion and development of student advocacy groups at all secondary schools where students’ cultures and identities can be explored and nurtured. These advocacy groups will also serve as mechanisms for students to connect to organizations and events in the broader community. 
4. The district will provide support for parents and families of underachieving African American and Latino students. 
5. Project Ujima will continue its support for families through the Center for International Families and Students (formerly Deferred Action for Childhood Arrivals [DACA]). 
6. The Family and Youth Advocacy Team will work to identify and explore cultural identities and/or student identified inequities begin building bridges in support of increasing student achievement. 
7. The Family and Youth Advocacy Team will engage parents in identifying ways to increase parent engagement through data dialogues, home visits and engaging/educating Family Literacy Strategies to be used in the home. 
8. The district will expand restorative justice and Positive Behavioral Interventions and Support (PBIS) and provide professional development to promote effective and positive behavior support strategies at each school.

Goal 2.2.b.  
**Enriched and Enhanced Learning Opportunities - English Learners, Foster Youth, Low Income**
1. In addition to the core content areas of math, science, English/Language Arts, social studies, visual and performing arts (VAPA) and physical education, the district will provide enhanced and extended learning opportunities including: Linked Learning; College, Career and Technical Education (CCTE); Junior Reserve Officer Training Corps (JROTC); Gifted and Talented Education (GATE); Advanced Placement (AP); International Baccalaureate (IB); biliteracy, dual language, and world language programs; Advancement Via Individual Determination (AVID); Science Technology Engineering Arts Math (STEM/STEAM); Next Generation Science Standards (NGSS); Civics Education; Interscholastic Athletics; and outdoor learning opportunities.

2. The district will continue to implement the Strategic Arts Education Plan to promote artistic literacy, innovation, creativity and excellence in visual and performing arts instruction by providing a standards-based, sequential TK-12 arts experience for all students. The Visual and Performing Arts (VAPA) Department will support the highest quality arts education in dance, music, theatre, and visual arts, providing services in curriculum and instruction, professional development and community collaboration. To support music education, VAPA will continue to manage a team of itinerant instrumental and choral music educators that will equitably serve elementary schools, open a new district music library, acquire new musical instruments, and purchase band uniforms for high schools.

3. The district will continue to provide additional support for Lincoln High School.

4. The district will continue to provide transportation services for eligible students participating in programs that provide opportunities for English Learners (EL), Foster Youth (FY) and Low Income (LI) students.

Goal 2.4.b. **Instructional Resources and Materials - English Learners, Foster Youth, Low Income**

1. Library services will continue to be offered to meet the needs to English Learners, Foster Youth and Low Income students.

Goal 2.5. **Additional Support for English Learners**

1. The district will continue to provide, refine, and monitor Grades K-12 English Learner (EL) course placement and pathways, including Structured English Immersion (SEI), dual language/biliteracy, and Advanced Placement (AP).

2. Well-articulated English Learner (EL) programs that include access to advanced courses and learning opportunities that lead to college, career and community preparedness will continue to be provided.

3. A coherent, sequential course of study from elementary to secondary for biliteracy, dual language, and world language programs will continue to be provided.

4. The Academic Language Development (ALD) course will be supported at the middle and high school levels for Long Term English Learners (LTEL) by utilizing the priority standards and proficiency scales. Office of Language Acquisition (OLA) English Language Development Instructional
Specialists (central office secondary team) will support selected middle schools offering ALD courses by co-teaching Lucy Calkins Writing Units of Study. Long Term English Learners (LTE) will receive targeted Academic Language Development (ALD) courses with support from OLA.

5. The Office of Language Acquisition (OLA) will continue to implement a strategic plan for Pre-K - Grade 3 language instruction pathways (e.g., English Learner [EL] grade level goals, biliteracy and dual language instructional programs) through area meetings with site administrators and community cluster meetings to gather input and feedback on pathway development, and discussions to set the preconditions for selected elementary and middle schools to increase and strengthen biliteracy and dual language pathways.

Goal 3.1.b.

**Acquire, Develop, and Retain Classroom Teachers, Certificated Support Personnel, and Site Administrators - English Learners, Foster/Homeless Youth, Low Income Students**

1. The district will continue to increase the size, stability, and quality of the teacher applicant pool through targeted outreach and support, such as:
   a. Working with universities to assign student teachers to schools with large numbers of English Learners (EL), homeless/foster, and Low Income (LI) youth.
   b. Bilingual educator events.

Goal 4.1.b.

**Provide for Social and Emotional Needs: Counseling, Guidance, and Behavioral Support - English Learners, Foster/Homeless, Low Income**

1. The district will provide additional intervention counselors for high need schools with high percentages of English Learners, Foster/Homeless youth and Low Income students. (i.e., Crawford, Hoover, Lincoln, Morse and San Diego High Schools).
2. The district will continue to provide counseling, psychological and guidance services that address student social and emotional needs.
3. The district will implement an Early Warning System to improve student attendance and identify alternative placement opportunities. A centralized intake process for all alternative placements will be created to improve service delivery districtwide.
4. The district will continue to provide support, case management and referrals for ongoing mental health treatment, in conjunction with other site-based behavioral and support resources and services.
5. Continued refinements will be made to the elementary counseling program to increase student academic, social emotional and college, career and community readiness for high school.

Goal 4.2.b.

**Provide for Student Health and Wellness - English Learners, Foster Youth, Low Income**

1. The district will continue to provide district nurses to promote physical and mental health and support the emotional well-being of students.
Goal 4.3.a.

**Additional Support for Youth in Transition - Foster/Homeless**

1. The district will continue to provide coordinated and collaborative support services to youth in transition (homeless, foster, probation, refugee, military) and will monitor academic progress, attendance rates and behavioral data.

2. Children and Youth in Transition (CYT) staff will work with area superintendents, supporting departments and school sites to develop tiered interventions and resources to address the unique needs of youth in transition, such as safety, attendance, basic needs (i.e., food, clothing), transportation and other barriers to educational success.

3. The district will continue to provide trauma informed care for students and professional development for staff to ensure effective implementation. Trauma informed care is grounded in and directed by a thorough understanding of the neurological, biological, psychological and social effects of trauma and the prevalence of these experiences in a student’s life.

4. The district will continue to provide staff with professional development on laws and topics specific to homeless and foster youth (e.g., AB 490, McKinney Vento Act, graduation requirements).

5. Area superintendents will work the Children and Youth in Transition (CYT) staff to develop a comprehensive plan for school sites to ensure access and equity for foster, homeless, military, refugee, and students participating in the Home/Hospital program. The plan will include development of a site-level resource binder to assist with enrollment, academic, mentor and partnership resources for supporting students in transition. A pilot process will be used to build capacity and principal leadership focused on students in transition, including professional development for school staffs in developing site-specific strategies to support youth in transition.

Goal 4.3.b.

**Additional Support for Youth in Transition - Foster/Homeless**

1. The district will continue to provide coordinated and collaborative support services to youth in transition (homeless, foster, probation, refugee, military) and will monitor academic progress, attendance rates and behavioral data.

2. Children and Youth in Transition (CYT) staff will work with area superintendents, supporting departments and school sites to develop tiered interventions and resources to address the unique needs of youth in transition, such as safety, attendance, basic needs (i.e., food, clothing), transportation and other barriers to educational success.

3. The district will continue to provide trauma informed care for students and professional development for staff to ensure effective implementation. Trauma informed care is grounded in and directed by a thorough understanding of the neurological, biological, psychological and social effects of trauma and the prevalence of these experiences in a student’s life.

4. The district will continue to provide staff with professional development on laws and topics specific to homeless and foster youth (e.g., AB 490, McKinney Vento Act, graduation requirements).
5. Area superintendents will work the Children and Youth in Transition (CYT) staff to develop a comprehensive plan for school sites to ensure access and equity for foster, homeless, military, refugee, and students participating in the Home/Hospital program. The plan will include development of a site-level resource binder to assist with enrollment, academic, mentor and partnership resources for supporting students in transition. A pilot process will be used to build capacity and principal leadership focused on students in transition, including professional development for school staffs in developing site-specific strategies to support youth in transition.

Goal 4.5.b.

**School Support Staff and Resources - All Students**

1. Bilingual staff will promote effective engagement and communications for English Learner (EL) parents and families.

Goal 5.1.b.

**Meaningful Engagement and Participation - English Learners, Foster/Homeless, Low Income**

1. The Family and Community Engagement (FACE) Team will work in conjunction with the Office of Language Acquisition (OLA) and the Finance Department to facilitate and provide tools, resources, and training needed to establish and implement effective school and district level committees, including English Learner Advisory Committees (ELAC/DELAC), School Site Councils (SSC), and the District Advisory Council for Compensatory Education (DAC).

2. The FACE Team and schools will engage English Learner (EL), foster/homeless and low income families to better understand the education system, to ensure students are college and career ready (i.e., guidance on navigating the school system, Common Core and other new content standards, UC ‘a-g’ and graduation requirements, district goals, etc.).

3. The FACE Team, in collaboration with Children and Youth in Transition (CYT), will develop and provide resources and work with identified families and students (i.e., military, homeless, foster) to offer parent/community engagement opportunities to increase students’ academic and social emotional achievement.

Goal 5.3.a.

**Translation and Interpretation Services - English Learners**

1. Translation and interpretation services will continue to be provided to facilitate effective communication, engagement, and participation for all stakeholders.

2. The district will continue to review and respond to cluster-specific needs and communication preferences (e.g., the Crawford Cluster’s need for services in key languages including Arabic, Somali, Kizigua, Swahili, and Karen with preference for verbal/oral interpretation).
3. The district will continue to maintain staffing and resources for the Translation Department to more effectively serve a wider range of language groups and needs.

The San Diego Unified School District is confident that the actions detailed in the 2017-18 LCAP and summarized below will address the needs of its unduplicated students (English Learners [EL], Foster Youth [FY] and Low Income [LI]), in alignment with the California English Language Arts/English Language Development (ELA/ELD) framework that states that by the time students complete high school, they should have developed readiness for college, career and civic life, attained the capacities of literate individuals, become broadly literate, and acquired skills for living and learning in the 21st Century. The actions represent aspects of all five of the ELA/ELD framework's major organizing themes: Foundational Skills, Language Development, Meaning Making, Content Knowledge and Effective Expression.

Dr. John Hattie’s research on influences on student achievement and what actually works in schools to improve learning and his idea that visual learning involves educators seeing learning through the eyes of students; and students seeing teaching as the key to their ongoing learning. The district is committed to Dr. Hattie’s overarching idea that educators must understand where an individual student is in his/her level of thinking and then challenge the student to go beyond that level. Educators must provide instruction at the right level and in the right way given how a student processes information. This entails using instructional approaches that make learners think about learning more explicitly and where they make their thinking explicit.

The district will monitor progress and ensure effectiveness and adjust instruction methods accordingly, evaluate its effects on students and develop a culture in which all educators are cognizant of their effect on student learning.

As described in detail in the LCAP document, San Diego Unified School District is committed to improving outcomes for unduplicated students through:

- Differentiated instruction to ensure reading proficiency by Grade 3.
- Lower class sizes at elementary grades.
- Targeted intervention and support for at-risk learners.
- Providing Early Childhood Education services.
- Intervention counselors to support at-risk students.
- A comprehensive K-12 guidance plan.
- Supplemental interventions, classroom supports and/or professional development supports and services.
- Additional educational opportunities for students who need academic support and enrichment.
• Ensure parents, families, and caregivers are fully included in the student’s education.
• Emphasis on behavioral supports and systems to reduce the number of suspensions, expulsions and out of school placements.
• Best first practices for English Learners (EL) identified in the California ELA/ELD Framework.
• Priority standards and proficiency scales.
• During student-centered coaching cycles, focus on priority standards and proficiency scales for both Common Core and ELD Standards.
• Appropriate Integrated and Designated ELD instruction.
• Written translation and oral interpretation services for families.
• Developing an English Learner (EL) master plan that includes student expectations, grade level goals and well-articulated pathways for 21st Century college, career, and community readiness.
• Instructional supports for English learners.
• Student-centered coaching cycles to build teacher capacity to serve English Learners (EL) and record student progress.
• Expansion and development of student advocacy groups at all secondary schools where students’ cultures and identities can be explored and nurtured.
• Support for parents and families of underachieving African American and Latino students.
• Increasing parent engagement through data dialogues, home visits and engaging/educating Family Literacy Strategies to be used in the home.
• Expanding restorative justice.
• Enhanced and extended learning opportunities.
• Long Term English Learners (LTEL) receiving targeted Academic Language Development (ALD) courses.
• Strengthening biliteracy and dual language pathways.
• Additional intervention counselors for high need schools.
• Counseling, psychological and guidance services that address student social and emotional needs.
• Implementing an Early Warning System to improve student attendance and identify alternative placement opportunities.
• Refining the elementary counseling program to increase student academic, social emotional and college, career and community readiness for high school.
• Promoting physical and mental health and supporting the emotional well-being of students.
• Support services to youth in transition.
• Tiered interventions and resources.
• Trauma informed care for students and professional development for staff to ensure effective implementation.
• Ensuring access and equity.
• Effective engagement and communications for English Learner (EL) parents and families.
• Engaging English Learner (EL), foster/homeless and low income families.
• Providing resources and working with identified families and students to increase students’ academic and social emotional achievement.
Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies’ (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school’s budget, typically one year, which is submitted to the school’s authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school’s charter petition.
Instructions: Linked Table of Contents

Plan Summary
Annual Update
Stakeholder Engagement
Goals, Actions, and Services
Planned Actions/Services
Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE’s Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA’s annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.
Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year’s* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

● Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

● Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

● Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

● Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.
The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA’s local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

**Goals, Actions, and Services**

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school’s authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

**New, Modified, Unchanged**

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year’s LCAP; or, specify if the goal is new.

**Goal**

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

**Related State and/or Local Priorities**

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

**Identified Need**
Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

**Expected Annual Measurable Outcomes**

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections (a) through (d)].

**Planned Actions/Services**

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

**For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement**

**Students to be Served**

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

**Location(s)**

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

**For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:**
Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

- If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by **EC** sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

### Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

### Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to **California Code of Regulations**, Title 5 (5 **CCR**) Section 15496(a)(5).

### Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 **CCR** Section 15496(a)(7).

Consistent with the requirements of 5 **CCR** Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.
If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.
State Priorities

**Priority 1: Basic Services** addresses the degree to which:
A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:
A. The implementation of state board adopted academic content and performance standards for all students, which are:
   a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
   b. Mathematics – CCSS for Mathematics
   c. English Language Development (ELD)
   d. Career Technical Education
   e. Health Education Content Standards
   f. History-Social Science
   g. Model School Library Standards
   h. Physical Education Model Content Standards
   i. Next Generation Science Standards
   j. Visual and Performing Arts
   k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:
A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:
A. Statewide assessments;
B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
D. The English learner reclassification rate;
E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:
A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:
- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:
- A. A broad course of study including courses described under EC sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under EC sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:
- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:
- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.
APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under EC sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:
   (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
      (A) enrolled less than 31 days
      (B) enrolled at least 31 days but did not attend at least one day
      (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
         (i) are enrolled in a Non-Public School
         (ii) receive instruction through a home or hospital instructional setting
         (iii) are attending a community college full-time.
   (2) The number of students who meet the enrollment requirements.
   (3) Divide (1) by (2).

(b) “High school dropout rate” shall be calculated as follows:
   (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
   (2) The total number of cohort members.
   (3) Divide (1) by (2).

(c) “High school graduation rate” shall be calculated as follows:
   (1) For a 4-Year Cohort Graduation Rate:
      (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
      (B) The total number of students in the cohort.
      (C) Divide (1) by (2).
   (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
      (A) The number of students who either graduated as grade 11 students or who earned any of the following:
         (i) a regular high school diploma
         (ii) a High School Equivalency Certificate
         (iii) an adult education diploma
         (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
      (B) The number of students in the DASS graduation cohort.
      (C) Divide (1) by (2).

(d) “Suspension rate” shall be calculated as follows:
   (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
   (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
   (3) Divide (1) by (2).

(e) “Expulsion rate” shall be calculated as follows:
(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
(3) Divide (1) by (2).

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in EC Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to EC sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in EC Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR Section 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”: Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”: Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement”: Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA’s goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in EC Section 42238.01 and groups as defined in EC Section 52052 that are different from the LEA’s goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in EC Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to EC Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

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