



Vision 2020 Quality Schools in Every Neighborhood

2019-20 LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

San Diego Unified School District
"User Friendly" Format

DRAFT

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.

(Related State Priority: 4)

2019-20 Metrics:	Ref #/Topic	2019-20 Actions and Services	2019-20 Budgeted Expenditures
1. EL reclassification rate: ELPAC Baseline + 20% 2. ELs making at least one year's progress in learning English: ELPAC Baseline + 10% 3. ELs Achieving Proficiency in English: ELPAC Baseline + 20% 4. California Assessment of Student Performance and Progress (CAASPP): ELA - 62%, Math - 53% 5. High school graduation rate: 92.7%	1.1.a. Multiple Measures and Data - All Students, Students w Disabilities, GATE, African American, Latino	<p>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.</p> <p>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 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 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.</p> <p>3. Area superintendents will support all principals in developing and monitoring goals aligned with the California State dashboard metrics for English Language Arts (ELA) and mathematics.</p> <p>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</p>	<i>TBD</i>

<p>6. High school dropout rate: 3.1%</p> <p>7. Early Assessment Program (EAP) results: ELA - 72%, Math - 50%</p> <p>8. Middle school dropout rate (Grade 8): 0.01%</p> <p><i>(bold denotes state-required metrics)</i></p>	<p>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 strategy will include high-leverage oral language expectations that coincide with trimester expectations. Coaches will embed critical concepts into coaching cycles, in the development of guaranteed viable curriculum in the core content areas in middle level and high school, and provide teachers with capacity building professional development.</p> <p>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).</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
---	---

	<p>1.1.b. Multiple Measures and Data - English Learners</p>	<p>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 grade level expectations. The formative assessment cycle includes teachers and students setting goals to make progress toward language standards. Instructional Leadership Teams (ILTs) and Professional Learning Communities (PLCs) can support 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 the ELD Bundles and the Critical Concepts in relation to curricular resources. 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 and the ELD Bundles. The Math team will continue to analyze and monitor student language use and progress in relation to the English Language Development (ELD) Bundles.</p> <p>2. The English Language Development (ELD) Bundles will be used with the Critical Concepts to:</p> <ul style="list-style-type: none"> a. Monitor the progress of English Learners (EL) including Long Term English Learners (LTEL), newcomers and reclassified students. b. Determine the short-term and long-term needs of English Learners (EL). c. Determine specific actions designed to accelerate English Learner (EL) language acquisition and learning. <p>3. TK-8 teachers participating in Student Centered Coaching Cycles will set language targets using the English Language 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.</p>	<p>TBD</p>
	<p>1.2.a. Support for Early Learning Programs - All Students, GATE, Students w Disabilities</p>	<p>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 Gifted and Talented Education (GATE) resource binder/toolkit. Site-level professional development will ensure successful district-wide implementation.</p> <p>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.</p>	<p>TBD</p>

		<p>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.</p> <p>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.</p> <p>5. The Extended Learning Opportunities Department will continue to offer fee-based early educational opportunities, and continue to offer and expand early education in alignment with school day content as identified by school principals.</p>	
	<p>1.2.b. Support for Early Learning Programs – English Learners, Foster Youth, Low Income</p>	<p>1. The Office of Language Acquisition (OLA) and Leadership and Learning Early Literacy staff will design a multiyear implementation model to build early learning language for English Learners (EL) in Grades TK-2.</p> <p>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 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) Bundles. 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.</p> <p>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.</p> <p style="padding-left: 20px;">a. Presentations will be revised based on District Parent Advisory feedback.</p>	<p>TBD</p>

		<p>b. Family Engagement community assistants will continue to inform and increase attendance for early learning programs.</p>	
	<p>1.2.c. Support for Early Learning Programs – English Learners, Foster Youth, Low Income</p>	<p>1. PreK - grade 2 students will receive differentiated instruction to ensure reading proficiency by grade 3, including:</p> <ul style="list-style-type: none"> 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. <p>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.</p> <p>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.</p> <p>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.</p>	<p>TBD</p>
	<p>1.3.a. Support for Student Access to High-Level Coursework Leading to Graduation - All Students, Students w Disabilities, African American, Latino</p>	<p>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.</p> <p>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 to 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.</p>	<p>TBD</p>

	<p>3. Integrated Youth Services, Area Superintendents, and site counselors will continue to develop aligned school counseling practices throughout the District in order to identify counseling supports and priorities in supports of all students. The Early Warning System (EWS) that was piloted by the Children and Youth in Transition (CYT) Department 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.</p> <p>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.</p> <p>5. The number of work-based learning opportunities with industry partners will be increased at each secondary school.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>	
--	--	--

		<p>courses. Expansion of the Career Technical Education Equity Program (CTEEP) will increase the enrollment of underrepresented students in these courses.</p> <p>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.</p> <p>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).</p> <p>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.</p> <p>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. English Language Instructional Resource Teachers (ELIRTs) will monitor the progress of the GradNation, and Grade 9 cohort, toward graduation, and review transcripts to ensure they are on track for graduation, and facilitate students’ re-commitment.</p>	
	<p>1.3.b. Support for Student Access to High-Level Coursework Leading to Graduation - English Learners,</p>	<p>1. 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.</p> <p>2. <i>(Completed 2017-18.)</i></p>	<p><i>TBD</i></p>

Foster, Homeless, Low Income	3. Lower class sizes will continue to be provided at middle grades to benefit English Learners (EL), Foster Youth (FY), and Low Income (LI) students.	
1.4.a. 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.	TBD
1.4.b. 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.	TBD
1.5.a. Additional Intervention and Student Support - All Students, Students w Disabilities	<p>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).</p> <p>2. <i>(Completed in 2018/19).</i></p> <p>3. The Instructional Technology Department will continue to support and expand online professional learning opportunities for administrators and teachers and continue the move toward pedagogy and instruction, not just technical information. This will include supporting departments on website development and easy access to resources. A new website will be published with tutorials and examples of best practices with new equipment.</p> <p>4. Counseling services will continue to be provided for all students at elementary, middle and high school to emphasize students’ strengths and to support the unique, emotional and personal needs of students under an Integrated Multi-Tiered Systems of Support (I-MTSS)</p>	TBD

		<p>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 District Wellness Initiative’s Council and Integrated Multi-Tiered Systems of Support (I-MTSS) framework to provide resources and interventions to support to student achievement.</p> <p>6. The Instructional Technology Department will continue to collaborate with central office resource teachers and classroom teachers on designing differentiated and needs based instruction using digital tools. With the expansion of the STEAM program to 1st grade, the Instructional Technology staff will work side by side with resource teachers for the curriculum writing, professional development, and coaching. The Instructional Technology Department will support the implementation of the Guaranteed and Viable Curriculum (GVC). The Instructional Technology Department will be an integral part of the professional learning. The Instructional Technology Department will broaden the use of Canvas, a learning management system, across middle and high schools. Support for Canvas implementation at the secondary level will be addressed in face to face support as well as online learning opportunities.</p> <p>7. All schools, site administrators and Area Superintendents will be provided with support in the development and implementation of quality Integrated Multi-Tiered Systems of Support (I-MTSS). 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.</p> <p>8. Support courses for middle and high school students identified as needing additional help in reading will be provided. Additional professional development to support assessment and instruction for adolescent novice readers will be provided to teachers of these courses. Area Superintendents will continue to teach into the 13 Master Schedule expectations with principals as they develop their master schedules.</p> <p>9. Professional development opportunities for College, Career and Technical Education (CCTE) teachers will be provided.</p> <p>10. After school tutoring and remediation will be provided through 21st Century CCLC funds.</p>	
--	--	---	--

		11. Middle and high school sites will be supported to use diagnostic data to build master schedules and supports for students.	
	1.5.b. Additional Intervention and Student Support – English Learners, Foster Youth, Low Income	<p>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.</p> <p>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.</p> <p>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) 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.</p>	TBD
	1.6. Cultural Proficiency - All Students, Students w Disabilities, African American, Latino	<p>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.</p> <p>2. <i>(Completed 2017-18.)</i></p>	TBD
	1.7.a. Additional Support for Students with Disabilities	<p>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:</p> <p>1. Providing special education teachers and assistants (e.g., mild/moderate, moderate/severe, deaf and hard of hearing).</p> <p>2. Providing additional student support services (e.g., occupational therapy, physical therapy, nursing services, speech and language, and services for the visually impaired).</p> <p>3. Providing instructional support, including:</p>	TBD

		<ul style="list-style-type: none"> 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. <p>4. Providing central office support for program implementation, technical support, and oversight for state and federal requirements.</p> <p>5. Offering a variety of specialized schools.</p> <p>6. Developing, implementing, and monitoring quality student-centered Individual Education Plans (IEPs), including documentation and adherence to requirements and timelines.</p> <p>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.</p> <p>8. 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.</p> <p>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.</p>	
--	--	--	--

		10. Improving systemic supports and communication from the Special Education Division.	
	1.7.b. Additional Support for Unduplicated Students (English Learners, Foster Youth, and Low Income)	<p>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:</p> <ol style="list-style-type: none"> 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 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. Integrated Youth Services will continue to build capacity within sites to enhance their systems of support to address student discipline, following Restorative Justice Practices framework. IYS will continue to support sites in building capacity for the creation of Integrated Student Systems, Clarification of School-Discipline expectations, Consistency in Behavior Referral Process and Re-Entry Plans. 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 Learners (EL), Foster Youth (FY) and Low Income (LI) students. 	TBD
	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:	TBD

		<ul style="list-style-type: none"> a. The Family Outreach and Support Team will collaborate with sites to create Cluster English Learner Advisory Committees (ELAC) and continue to establish and grow ELACs at sites by utilizing ELAC training modules, 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. Revising and strengthening district programs 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 (ELI-RTs) 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. Support sites with the Integrated Multi-Tiered Systems of Support (I-MTSS) for English Learner (EL) by incorporating 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. International Center sites within the Hoover and Crawford cluster will designate teacher, counselor, administrator, community and student voice to gather and share student data and attend meetings. 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. <p>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, the focus will be on Critical Concepts and English Language Development (ELD) Bundles to create learning and language targets and goals.</p> <p>3. To promote accelerated English Language Development (ELD), all TK-12 English Learners (EL) will be provided with appropriate Integrated and Designated English Language Development (ELD) instruction until they are reclassified as English proficient. At the elementary level, daily Integrated and Designated ELD instruction will be provided utilizing standards in the form of the Critical Concepts and ELD Bundles (CA ELD Standards). 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</p>	
--	--	---	--

		<p>Integrated and Designated ELD instruction as well as access to grade level core curriculum, and ensure that they are provided appropriate differentiated instruction.</p> <p>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.</p> <p>5. The district will continue to offer a Summer School program that provides opportunities and support for acceleration of English Learners (EL).</p> <p>6. The district will increase written translation and oral interpretation services for families.</p> <p>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.</p> <p>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.</p>	
	<p>1.8.b. Additional Support for English Learners</p>	<p>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 implement curricular resources to serve English Learners (EL) and record student progress. The English Language Instructional Resource Teachers (ELIRTs) will 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.</p>	<p>TBD</p>
	<p>1.8.c. Additional Support for English Learners</p>	<p>1. The Office of Language Acquisition (OLA) will provide professional learning opportunities to school sites that focus on instruction and supports for English Learners (EL) (e.g., biliteracy, dual language, and secondary world language) in compliance with 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</p>	<p>TBD</p>

		Learners (EL) through the implementation of Science, Technology, Engineering and Math (STEM) pathways to disrupt, discover, and dream (a multiple year grant project in the Kearny, Clairemont, Mission Bay, and Point Loma Clusters).	
	1.9. Additional Support for Foster and Homeless Youth	<p>1. <i>(Moved to Section 4.3.a./b.2).</i></p> <p>2. <i>(Moved to Section 4.3.a./b.2).</i></p> <p>3. Children and Youth in Transition (CYT) department will continue to build site capacity 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.</p>	TBD
	1.10.a. Additional Support for African American and Latino Students	<p>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 continuing in the 2019 - 20 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.</p> <p>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 continue to 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 continue.</p> <p>3. The district will continue to increase enrollment of males of color and other underrepresented students 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]).</p>	TBD

		<p>4. The district will continue to develop courses and units with an Ethnic Studies perspective using culturally empowered curriculum and culturally relevant curricula products (i.e., lesson plans and resources).</p> <p>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.</p> <p>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.</p> <p>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.</p>	
	<p>1.10.b. Additional Support for Low Income Students</p>	<p>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.</p> <p>2. The district will improve graduation rates for African American and Latino students.</p> <p>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.</p> <p>4. The district will provide support for parents and families of underachieving African American and Latino students.</p> <p>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.</p>	<p><i>TBD</i></p>

	<p>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, activating student voice as owners of their learning.</p> <p>7. The Family Engagement Team will engage parents in identifying ways to increase parent engagement through integrating the Process of Continuous Improvement and incorporating other formative measures such as data dialogues, home visits and assessing the effectiveness of existing current family engagement strategies.</p> <p>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.</p>	
--	--	--

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 learning, assuring readiness for a full range of post-graduation options.

(Related State Priorities: 1, 4, 7, 8)

2019-20 Metrics:	Ref #/Topic	2019-20 Actions and Services	2019-20 Budgeted Expenditures
<p>1. Availability of standards aligned instructional materials: 100%</p> <p>2. 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: 65.6%</p> <p>3. Students on track after their second year of high school for the district course sequence (‘a-g’) included in</p>	<p>2.1. Pathways to College and Career Readiness - All Students, Students w Disabilities</p>	<p>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.</p> <p>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.</p> <p>3. The Office of College, Career and Technical Education (CCTE) will also monitor master schedules to ensure CCTE pathway completion.</p> <p>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:</p> <ul style="list-style-type: none"> 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. 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. 	<p>TBD</p>

<p>district graduation requirements: 81.7%</p> <p>4. Increased enrollment and passage rates in advanced coursework (AP mandated): Participation - 48.3%, Passing - 68.3%</p> <p>5. Career Technical Education (CTE) course sequence completion (seniors passed 3 or more courses): 64.6%</p> <p>6. Percentage of students earning D and F Grades in all subjects: Grades 6: 8.7%; 7: 11.8%; 8: 11.8%; 9: 20.7%; 10: 16.6%; 11: 11.7%; 12: 7.2%</p>		<p>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.</p> <p>6. The district will continue to use Naviance and Thrively assessment models to enrich students’ experiences in schools and provide increased awareness of students’ strengths.</p> <p>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 2019 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.</p> <p>8. Partnerships with the USS Midway, the San Diego Zoo, Raytheon, Illumina, 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.</p> <p>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, 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.</p>	
<p>7. Percentage of students earning a Seal of Biliteracy: 7.7%</p>	<p>2.2.a. Enriched and Enhanced Learning Opportunities - All Students, GATE</p>	<p>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.</p>	<p><i>TBD</i></p>

<p>8. Elementary students participate in a broad course of study as measured by marks in all subject areas on report cards: 100%</p> <p>(bold denotes state-required metric)</p>		<p>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 request.</p> <p>3. Advancement Via Individual Determination (AVID) training will continue to be offered.</p> <p>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.</p> <p>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.</p> <p>6. The district will ensure that qualifying students have financial support to access Advanced Placement (AP) and International Baccalaureate (IB) courses and exams.</p>	
	<p>2.2.b. Enriched and Enhanced Learning Opportunities - English Learners, Foster Youth, Low Income</p>	<p>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.</p> <ul style="list-style-type: none"> 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. <p>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,</p>	<p><i>TBD</i></p>

		<p>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.</p> <p>In partnership with the visual and performing arts foundation, VAPA will also:</p> <ul style="list-style-type: none"> a. Increase number and depth of VAPA partnerships b. Increase the number of VAPA off-campus opportunities and student participation c. Implement a digital badging system to recognize student participation in VAPA experiences d. Increase the number of VAPA articulated coursework e. Increase the number of CCTE Arts Media and Entertainment performing art pathway programs f. Increase the number of VAPA pathway completers g. Increase the delivery of professional development to elementary classroom teachers h. Create plan for management of top-tier district performing arts theaters <p>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.</p> <p>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.</p>	
--	--	---	--

	<p>2.3. Aligned District Course of Study and Curriculum - All Students</p>	<p>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.</p> <p>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 content areas over the next three years. In the 2019-2020 school year professional development will be provided to research and pilot teams for Grade 6 & 9 ELA, Grades 8 & 11 HSS, Grades 6 & IM1 Math, Grades 6 and Biology Science.</p> <p>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.</p> <p>4. Completed in 18/19</p> <p>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 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.</p>	<p>TBD</p>
	<p>2.4.a. Instructional Resources and Materials – All Students</p>	<p>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.</p> <p>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.</p> <p>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</p>	<p>TBD</p>

		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.	
	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 of English Learners (EL), Foster Youth (FY) and Low Income (LI) students.	<i>TBD</i>
	2.5 Additional Support for English Learners	<p>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.</p> <p>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.</p> <p>3. A coherent, sequential course of study from elementary to secondary for biliteracy, dual language, and world language programs will continue to be provided and refined. Adelante curricular resources will be provided for Grades 4-6 to promote language acquisition. 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 2 and 3 or (3 and 4). TK-12 cluster language pathways will continue to be aligned to support multilingualism.</p> <p>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</p>	<i>TBD</i>

		<p>(central office secondary team) will support middle and high schools with professional development opportunities through Electronic Registration Online (ERO), site support, and online resources.</p> <p>5. The Office of Language Acquisition (OLA) will continue to implement a strategic plan for language pathways (e.g., biliteracy and dual language instructional programs) through meetings with site administrators and community clusters to gather input and feedback on pathway development. 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 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).</p>	
	<p>2.6. Instructional Programs and Services for Students with Disabilities</p>	<p>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.</p> <p>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.</p> <p>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.</p>	<p><i>TBD</i></p>

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.

(Related State Priorities: 1, 2)

2019-20 Metrics:	Ref #/Topic	2019-20 Actions and Services	2019-20 Budgeted Expenditures
<p>Percentage of fully credentialed teachers: 100%</p> <p>1. Rate of teacher miss-assignments: 0.01%</p> <p>2. 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 =</p>	<p>3.1.a. Acquire, Develop, and Retain Classroom Teachers, Certificated Support Personnel, and Site Administrators - All Students, Students w Disabilities, African American, Latino</p>	<p>The district will continue to increase the size, stability, and quality of the teacher applicant pool through targeted outreach and support, such as:</p> <ol style="list-style-type: none"> 1. Recruitment events hosted by colleges and universities with large percentages of minority students. 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. 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 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, Leadership and Learning, 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. This process will support and increase the number of teacher pipeline candidates in secondary education. One of these pathways is supported through the development of the 2019 MOU with Mesa College. 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. 	<p>TBD</p>

<p>2; Initial Implementation = 3; Full Implementation = 4; and Full Implementation and Sustainability = 5): ELA - 5.0 ELD - 4.0 Math - 5.0 Science - 4.0 H/SS - 4.0 CTE - 4.0 Health - 4.0 PE - 4.0 VAPA - 4.0 WL - 4.0</p>		<p>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.</p> <p>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.</p> <p>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.</p>	
<p>(bold denotes state-required metric)</p>	<p>3.1.b. Acquire, Develop, and Retain Classroom Teachers, Certificated Support Personnel, and Site Administrators - English Learners, Foster, Homeless, Low Income Students</p>	<p>1. The district will continue to increase the size, stability, and quality of the applicant pool through targeted outreach and support, such as:</p> <ul style="list-style-type: none"> 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. Continue to streamline 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. e. Identify promotional opportunities for internal candidates who meet the District’s diversity goals. 	<p><i>TBD</i></p>
	<p>3.2. Develop Capacity of Beginning Teachers and Teachers in Need of Support - All Students</p>	<p>1. The district will continue to provide a Peer Assistance and Review (PAR) program.</p> <p>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.</p>	

		3. The district will identify a program partner to provide an induction program for probationary and permanent teachers.	
	3.3. District Systems to Develop Instructional Capacity - All Students	<p>1. The district will continue to provide professional development in the core content and early learning areas.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	TBD
	3.4. Develop Leadership Capacity - All Students, Students w Disabilities, African American, Latino	<p>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.</p> <p>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</p>	TBD

		<p>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).</p> <p>3. The district will continue to provide differentiated leadership supports to principals to improve student/staff relationships, school climate, and academic success.</p> <p>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, 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.</p> <p>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.</p> <p>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.</p> <p>7. Professional Development for high school principals and vice principals will be differentiated based on site developed strategic plans.</p>	
	<p>3.5. Professional Development - Standards, Instruction, and Support - All Students, Students w Disabilities, GATE</p>	<p>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 Community (PLC) process from an inquiry based approach.</p> <p>2. Common Core Cluster Support Teachers (CCCSTs), 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 Critical Concepts (as well as Next Generation Science Standards [NGSS], ELD Bundles, and other content areas) and student-centered practices in order to provide equity and academic access for all students.</p> <p>3. Education specialists will be engaged in English Language Arts (ELA) coaching cycles.</p>	<p><i>TBD</i></p>

		<p>4. The district will continue to provide the RELY (resource library), in Canvas, 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 material upload will continue.</p> <p>5. The Office of Language Acquisition (OLA), in collaboration with the Special Education Division, will provide supports and training that includes utilizing Universal Design for Learning (UDL) and language supports in conjunction with the Critical Concepts for setting learning and language targets for students. Trainings will be designed 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.</p> <p>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.</p> <p>7. <i>(Completed 2017-18.)</i></p> <p>8. Math Common Core Resource Teachers will provide professional development to teachers and principals at selected sites and through ERO (Electronic Registrar Online), and specialized coaching cycles at the research team middle level and high school sites under the guidance of Patrick Callahan to build capacity in mathematics instruction.</p> <p>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. ELIRTs will replicate the Elementary English Language Arts (ELA) coaching cycle alignment of Critical Concepts to the Benchmark Adelante Advance curriculum.</p> <p>10. Professional development will support the effective implementation of the Critical Concepts and the English Language 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.</p>	
--	--	--	--

		<p>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.</p>	
--	--	--	--

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.

(Related State Priorities: 1, 5, 6)

2019-20 Metrics:	Ref #/Topic	2019-20 Actions and Services	2019-20 Budgeted Expenditures
<p>1. School Climate Survey: Safety: Gr. 5 - 87%, Gr. 7 - 72%, Gr. 9 - 67%, Gr. 11 - 71%; Caring Relationships: Gr. 5 - 67%, Gr. 7 - 41%, Gr. 9 - 33%, Gr. 11 - 40%; High Expectations: Gr. 5 - 68%, Gr. 7 - 60%, Gr. 9 - 48%, Gr. 11 - 49%; Meaningful Participation - Gr. 5 - 29%, Gr. 7 - 21%, Gr. 9 - 18%, Gr. 11 - 19%; California Parent Survey - Meaningful Engagement (return rate): 45%</p> <p>2. Suspension Rate: 3.0%</p> <p>3. Number of Expulsions: 55</p> <p>4. Student attendance rate: 96.30%</p>	<p>4.1.a. Provide for Social and Emotional Needs: Counseling, Guidance, and Behavioral Support - All Students, Students w Disabilities</p>	<p>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 & Agency.</p> <p>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:</p> <ul style="list-style-type: none"> 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. 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 	<p>TBD</p>

<p>5. Chronic absentee rate: 9.0%</p> <p>6. Facilities Inspection Tool (% of schools at “Good” or better: 100%)</p> <p>7. School Safety Plan – Percent of schools with compliant school safety plans: 100%</p> <p><i>(bold denotes state-required metric)</i></p>	<p>referral procedures and re-entry plans. These approaches will be data driven to ensure disparities in student referral data are addressed.</p> <p>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.</p> <p>a. The district will continue to work on developing focused actions to reduce 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).</p> <p>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.</p> <p>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. .</p> <p>5. All nurses who were not previously trained will attend district-provided Mental Health First Aid training.</p> <p>6. The Nursing and Wellness and Special Education staffs will participate in Restorative Justice Practices (RJP) and professional development.</p>	
---	--	--

		<p>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.</p> <p>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.</p> <p>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:</p> <ol style="list-style-type: none"> 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 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. 	
--	--	--	--

		<p>Supporting schools through site wide PD and PLC work to ensure that each and every child builds their agency to improve academic outcomes.</p> <p>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.</p> <p>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 agency. 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.</p>	
	<p>4.1.b. Provide for Social and Emotional Needs: Counseling, Guidance, and Behavioral Support - English Learners, Foster, Homeless, Low Income</p>	<p>1. The district will continue to provide counseling, psychological and guidance services that address student social and emotional needs. 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.</p> <p>2. 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.</p>	<p>TBD</p>

	<p>3. 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, nurses, and wellness center coordinators, regarding mental health services for all students (students with and without Individual Education Plans [IEP]). SchoolLink Behavioral Health Services (BHS) will be implemented in the 113 schools with onsite Behavioral Health Services mental health providers.</p> <p>4. Continue to provide aligned School Counseling services to students to the Elementary Counseling Pilot program to increase student academic, social emotional and college, career and community readiness for high school.</p>	
4.2.a. Provide for Student Health and Wellness - All Students, Students w Disabilities	<p>1. The district will continue to provide health and wellness services to students.</p> <p>2. The district will continue to implement its comprehensive wellness policy and action plan.</p> <p>3. The district will continue to provide additional focused support for students with disabilities and significant health needs.</p> <p>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).</p> <p>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.</p>	<i>TBD</i>
4.2.b. Provide for Student Health and Wellness – English Learners, Foster Youth, Low Income	<p>1. The district will continue to provide district nurses to promote physical and mental health and support the emotional well-being of students.</p>	<i>TBD</i>
4.3.a. Additional Support for Youth in Transition - Foster/Homeless	<p>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</p>	<i>TBD</i>

	<p>alongside schools to build capacity through Integrated School Site Teams in order to address the needs of students.</p> <p>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.</p> <ul style="list-style-type: none"> a. 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. 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. <p>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.</p> <p>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).</p> <p>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.</p>	
<p>4.3.b. Additional Support for Youth in Transition - Foster/Homeless</p>	<p>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.</p>	<p><i>TBD</i></p>

	<p>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.</p> <ul style="list-style-type: none"> a. The 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 IMTSS 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. <p>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. 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.</p> <p>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).</p> <p>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.</p>	
	<p>4.4.a. Youth Advocacy - English Learners, Foster</p> <p>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</p>	<p><i>TBD</i></p>

	<p>Youth, Low Income</p>	<p>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.</p> <p>2. The district will continue to provide staff training to ensure adherence to the FAIR Education Act.</p> <p>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).</p> <p>4. The Youth Advocacy Team will provide support services, such as:</p> <ul style="list-style-type: none"> 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. 	
	<p>4.4.b. Youth Advocacy - All Students, Students w Disabilities, African American, Latino, LGBTQIA</p>	<p>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.</p> <p>2. The district will continue to provide staff training to ensure adherence to the FAIR Education Act.</p>	<p><i>TBD</i></p>

		<p>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).</p> <p>4. The Youth Advocacy Team will provide support services, such as:</p> <ul style="list-style-type: none"> 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. 	
	<p>4.5.a. School Support Staff and Resources - All Students</p>	<p>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.</p> <p>2. The district will continue to provide schools and supporting departments with general supplies and operating expenses.</p>	<p><i>TBD</i></p>
	<p>4.5.b. School Support Staff and Resources - English Learners</p>	<p>1. Bilingual staff 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 hard documents will be available in Spanish and other languages as required by law.</p>	<p><i>TBD</i></p>
	<p>4.6. Healthy and Nutritious Meals - All Students</p>	<ul style="list-style-type: none"> 1. 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. 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. 	<p><i>TBD</i></p>

		<ol style="list-style-type: none"> 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. 	
	<p>4.7. Attractive, Clean and Well Maintained Schools - All Students</p>	<ol style="list-style-type: none"> 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 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. 	<p style="text-align: center;"><i>TBD</i></p>

	<p>4.8. Safe and Secure Schools - All Students</p>	<p>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.</p> <p>2. Emergency communications upgrades will continue as planned.</p> <p>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.</p>	<p><i>TBD</i></p>
--	---	---	-------------------

Goal 5: 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.

(Related State Priority: 3)

2019-20 Metrics:	Ref #/Topic	2019-20 Actions and Services	2019-20 Budgeted Expenditures
<p>1. School Climate Survey (students via CHKS and parents via CSPS): Safety: Gr. 5 - 87%, Gr. 7 - 72%, Gr. 9 - 67%, Gr. 11 - 71%; Caring Relationships: Gr. 5 - 67%, Gr. 7 - 41%, Gr. 9 - 33%, Gr. 11 - 40%; High Expectations: Gr. 5 - 68%, Gr. 7 - 60%, Gr. 9 - 48%, Gr. 11 - 49%; Meaningful Participation - Gr. 5 - 29%, Gr. 7 - 21%, Gr. 9 - 18%, Gr. 11 - 19%;</p> <p>2. School Enrollment Patterns - Neighborhood Participation Rates: Clairemont - 58.5%</p>	<p>5.1.a. Meaningful Engagement and Participation - All Students, Students w Disabilities, LGBTQIA</p>	<p>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 Community Advisory Committee (CAC) for Special Education.</p> <p>2. The Special Education Division and Special Education Ombudsperson office will continue to partner together to support parent learning around students with disabilities.</p> <p>3. An annual districtwide subgroup, school and cluster family engagement survey will be conducted to identify strengths and areas for improvement in family engagement.</p> <p>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 home strategies to connect to student learning (i.e., family learning strategies, home visits, student-led conferencing, etc.) to meet desired family engagement plan outcomes.</p> <p>5. Parents, families, and community members will be provided with leadership training opportunities to enhance meaningful engagement, participation in shared decision making, and to assume leadership roles.</p> <p>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</p>	<p>TBD</p>

<p>Crawford - 54.8% Henry - 80.0% Hoover - 65.8% Kearny - 64.3% La Jolla - 94.2% Lincoln - 59.2% Madison - 61.4% Mira Mesa - 83.9% Mission Bay - 78.7% Morse - 66.4% Point Loma - 80.0% San Diego - 62.6% Scripps Ranch - 93.4% Serra - 84.6% University City - 84.5%</p> <p>3. School Enrollment Patterns - Cluster articulation Rates: Clairemont - 82.9% Crawford - 63.3% Henry - 93.5% Hoover - 85.3% Kearny - 71.9% La Jolla - 97.9% Lincoln - 61.2% Madison - 78.0% Mira Mesa - 94.8% Mission Bay - 93.3% Morse - 60.6% Point Loma- 96.4%</p>		<p>families, and supportive of neighborhood culture and circumstance (e.g., family engagement trainings, activities and restorative justice practices, strength-based approaches, resilience, and social/emotional learning).</p> <p>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, online supports such as podcasts, and self-guided trainings) to support their student’s academic and developmental goals.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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 assistance. 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.</p> <p>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</p>	
---	--	--	--

<p>San Diego - 65.8% Scripps Ranch - 97.9% Serra - 95.1% University City - 94.0%</p> <p>4. Parent opportunities for input and participation (CalSchools Parent Survey return rate): 45%</p> <p>5. Schools with functional School Site Councils (SSC): Rosters - 100%, Agendas/Minutes - 100%</p>		<p>Education Plans (IEP), educational systems, etc., so that parents and community partners can make informed recommendations to the various decision-making groups.</p> <ul style="list-style-type: none"> 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. <p>13. The Family Engagement Team will work with parent leadership advisories and committees by creating collaborative learning environments to utilize research based strategies to engage stakeholders in action driven initiatives to support student achievement, parental engagement and empowerment.</p> <p>14. Stakeholder review and feedback opportunities on Local Control and Accountability Plan (LCAP) implementation and development will be encouraged at the district level to be taken back to the site level (e.g., through District Advisory Committees to filter back to Site Governance Teams [SGT], or English Learner Advisory Committee [ELAC]).</p>	
<p>6. Participants in activities/opportunities that promote parent participation: 9,256</p> <p>(bold denotes state-required metric)</p>	<p>5.1.b. Meaningful Engagement and Participation - English Learners, Foster, Homeless, Low Income</p>	<p>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).</p> <ul style="list-style-type: none"> 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. <p>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.). 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.</p>	<p>TBD</p>

		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.	
	5.2. 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.	<i>TBD</i>
	5.3.a. Translation and Interpretation Services - English Learners	<p>1. Translation and interpretation services will continue to be provided to facilitate effective communication, engagement, and participation for all stakeholders.</p> <p>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.</p> <p>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.</p>	<i>TBD</i>
	5.3.b. Translation and Interpretation Services - English Learners	<p>1. Translation and interpretation services will continue to be provided to facilitate effective communication, engagement, and participation for all stakeholders.</p> <p>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.</p>	<i>TBD</i>

		<p>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.</p>	
	<p>5.4. Enrollment Options and Opportunities - All Students</p>	<p>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 pre-schools, 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.</p> <p>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 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. 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.</p> <p>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.</p> <p>4. The Family Engagement Team’s community assistants and support staff will support schools within their communities by sharing/distributing/communicating information on school-based contacts in an effort to increase Pre-K and TK enrollment.</p>	<p><i>TBD</i></p>

	<p>5.5. District Pathways - All Students</p>	<p>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.</p> <p>2. Montgomery Middle, Linda Vista Elementary and Carson Elementary Schools are in Year 3 of their transition to Science, Technology, 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.</p> <p>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.</p>	<p><i>TBD</i></p>
	<p>5.6. Community Relations and Partnerships - All Students</p>	<p>1. The district will continue to improve communication strategies and structures for timely and easy access to information, support, and resources.</p> <p>2. Continue to foster community partnerships to support student and family engagement and learning. Learning partnerships will continue to be cultivated, sustained, and expanded.</p> <p>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. In the 2019-20 school year, IT will release a new feature that gives parents the ability to access and download state testing results through the parent portal. Additional online resources will also be</p>	<p><i>TBD</i></p>

		<p>developed including new self-help short videos to support parents setting up their accounts the first time.</p> <p>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.</p> <p>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.</p>	
--	--	--	--

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.

(Related State Priority: 1)

2019-20 Metrics:	Ref #/Topic	2019-20 Actions and Services	2019-20 Budgeted Expenditures
<p>Included in Goals 1-5.</p>	<p>6.1. Basic Services and Infrastructure – All Students</p>	<p>1. The district will continue to provide infrastructure for basic services to ensure effective system-wide support for schools and personnel, including:</p> <ul style="list-style-type: none"> a. Finance, payroll, and procurement services <ul style="list-style-type: none"> 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 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 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. 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 and to recognize those whose performance is outstanding. d. Integrated Technology (IT) 	<p>TBD</p>

		<p>In 2019-20 IT will be replacing the district's core infrastructure network hardware.</p> <p>e. Other operational services (e.g., distribution, real estate, etc.).</p> <ol style="list-style-type: none"> 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. 	
	<p>6.2. Communications – All Students</p>	<ol style="list-style-type: none"> 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. 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. <ol style="list-style-type: none"> 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. <ol style="list-style-type: none"> a. 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. 	<p><i>TBD</i></p>

		<p>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.</p> <ul style="list-style-type: none"> 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>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.</p> <ul style="list-style-type: none"> 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. 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. 	
--	--	--	--

		<ul style="list-style-type: none"> 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. g. 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 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. 	
	<p>6.3. Operations in Alignment with Vision 2020 and LCAP Goals – All Students</p>	<ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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. 	<p style="text-align: center;"><i>TBD</i></p>

2019-20 ABBREVIATION KEY			
Abbreviation	Definition	Abbreviation	Definition
'a-g'	A series of courses required for admission to the University of California	EL	English Learner
21 st Century CCLC	21 st Century Community Learning Centers	ELA	English Language Arts
A ²	Academics and Agency	ELAC	English Learner Advisory Committee
AB	Assembly Bill	ELD	English Language Development
ALD	Academic Language Development	ELIRT	English Language Instructional Resource Teachers
AP	Advanced Placement	ELLA	Early Learning and Language Acquisition
ASCA	American School Counselor Association	ELPAC	English Language Proficiency Assessments for California
ASL	American Sign Language	ERO	Electronic Register Online
AVID	Advancement Via Individual Determination	ESY	Extended School Year
BHS	Behavioral Health Services	ETK	Extended Transitional Kindergarten
CAASPP	California Assessment of Student Performance and Progress	FIT	Facility Inspection Tool
CASEMIS	California Special Education Management Information System	FLIM	French Language Arts
CCCST	Common Core Cluster Support Teachers	FOSS	Full Option Science System
CCI	Common Core Institute	FY	Foster Youth
CCSS	Common Core State Standards	GATE	Gifted and Talented Education
CCTE	College, Career and Technical Education	GPA	Grade Point Average
CEP	Community Eligibility Provision	GVC	Guaranteed Viable Curriculum
CHKS	California Healthy Kids Survey	I-MTSS	Integrated Multi-Tiered Systems of Support
CogAT	Cognitive Abilities Test	I21	Integrated 21 st Century Interactive Classroom
CSPS	California School Parent Survey	IB	International Baccalaureate
CSSS	California School Staff Survey	ID	Identification
CSU	California State University	IEP	Individual Education Plan
CTEEP	Career Technical Education Equity Program	ILT	Instructional Leadership Teams
CYT	Children and Youth in Transition	JROTC	Junior Reserve Officer Training Corps
DAC	District Advisory Council for Compensatory Education	K	Kindergarten
DELAC	District English Learner Advisory Committee	K-12	Kindergarten through Grade 12
EAP	Early Assessment Program	LCAP	Local Control and Accountability Plan
LI	Low Income	LCFF	Local Control Funding Formula

2019-20 ABBREVIATION KEY			
Abbreviation	Definition	Abbreviation	Definition
LOTE	Languages Other Than English	SEI	Structured English Immersion
LTEL	Long Term English Learner	SEL	Social and Emotional Learning
MFEM	Multiple Factor Eligibility Matrix	SGT	Site Governance Team
MLIM	Mandarin Language Arts	SIFE	Students with Interrupted Formal Education
MSAP	Magnet Schools Assistance Program	SLIM	Spanish Language Arts
NATEF	National Automotive Technicians Education Foundation	SMI	Scholastic Math Inventory
NEP	National Equity Project	SpEd	Special Education
NGSS	Next Generation Science Standards	SpEd CAC	Special Education Community Advisory Committee
NIMS	National Institute for Metalworking Skills	SEI	Structured English Immersion
OLA	Office of Language Acquisition	SEL	Social and Emotional Learning
NSEO	Neighborhood School Enrollment Options	SPSA	Single Plan for Student Achievement
OSPS	Online Student Profile System	SRI	Scholastic Reading Inventory
PAR	Peer Assistance and Review	SSC	School Site Council
PBIS	Positive Behavioral Interventions and Support	STEAM	Science, Technology, Engineering, Arts and Math
PBL	Project Based Learning	TEALS	Technology Education and Literacy in Schools
PELA	Physical Education Leadership Academy	TK	Transitional Kindergarten
PI	Program Improvement	TK-2	Transitional Kindergarten through Grade 2
PLC	Professional Learning Community	TK-5	Transitional Kindergarten through Grade 5
Pre-K	Pre-Kindergarten	TK-8	Transitional Kindergarten through Grade 8
QAO	Quality Assurance Office	UC	University of California
RELY	Resource Library	USS	United States Ship
RJP	Restorative Justice Practices		
S/C	Supplemental and Concentration		
SBHC	School-Based Health Care		
SDCOE	San Diego County Office of Education		
SDEA	San Diego Education Association		
SDUSD	San Diego Unified School District		