

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Dieguito Union High School District

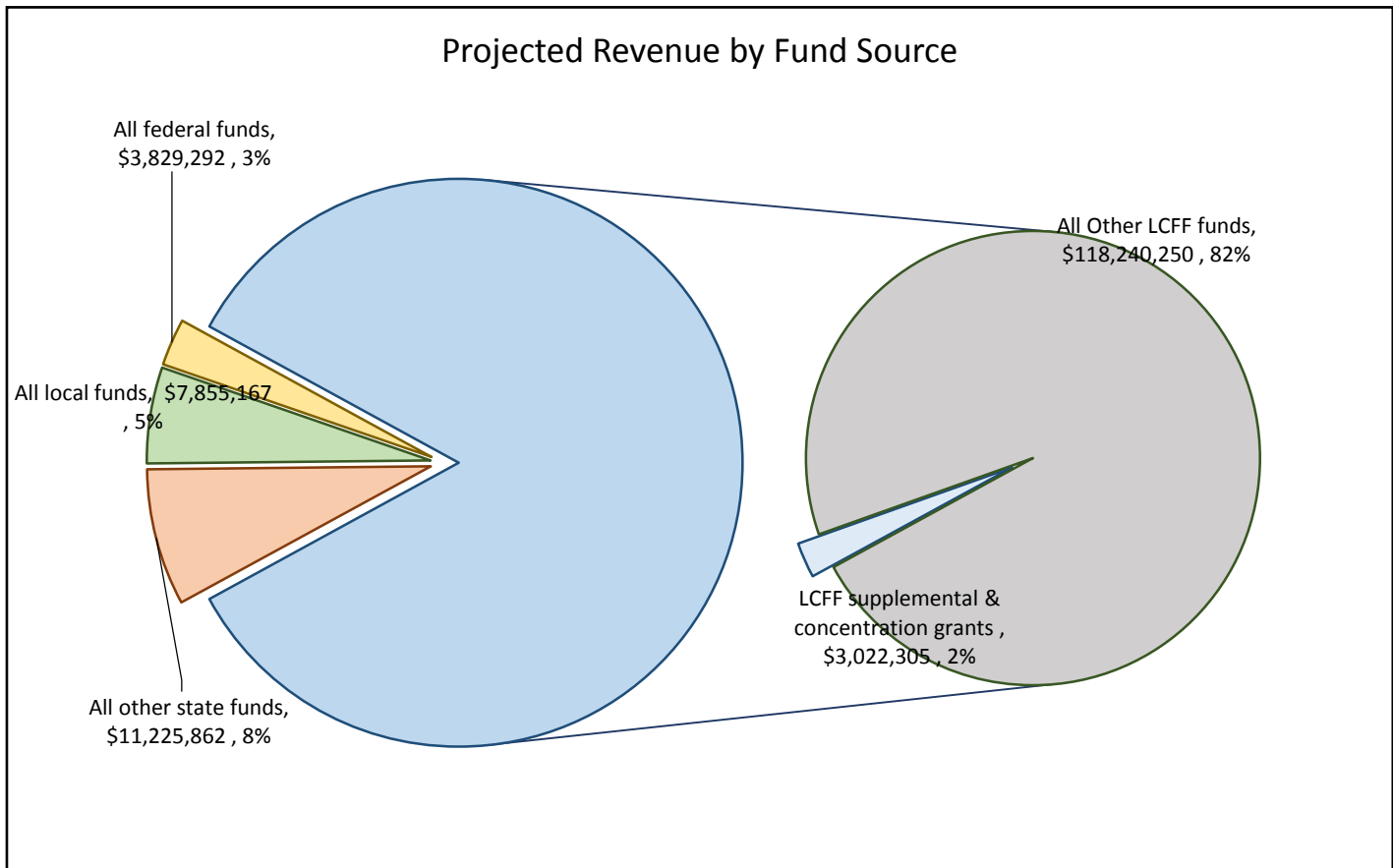
CDS Code: 37-68346-0000000

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Manuel Zapata, Director of Accountability and Special Programs

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

## Budget Overview for the 2019-20 LCAP Year

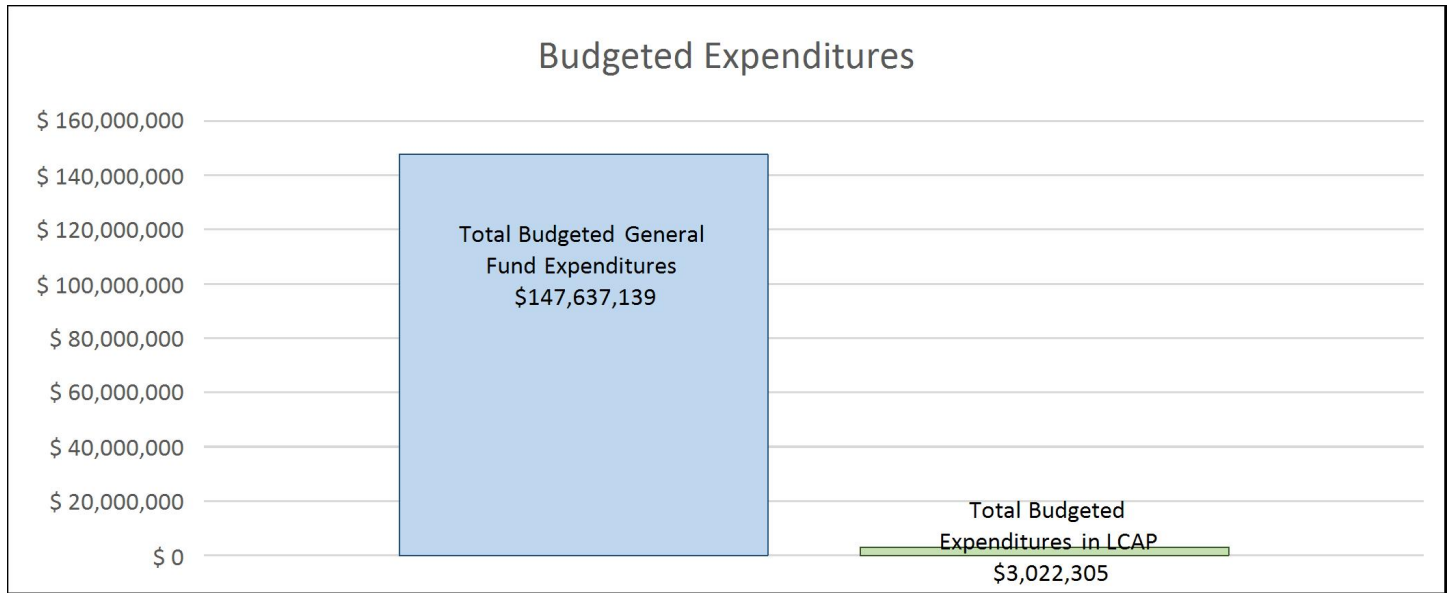


This chart shows the total general purpose revenue San Dieguito Union High School District expects to receive in the coming year from all sources.

The total revenue projected for San Dieguito Union High School District is \$144,172,876.00, of which \$121,262,555.00 is Local Control Funding Formula (LCFF), \$11,225,862.00 is other state funds, \$7,855,167.00 is local funds, and \$3,829,292.00 is federal funds. Of the \$121,262,555.00 in LCFF Funds, \$3,022,305.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much San Dieguito Union High School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

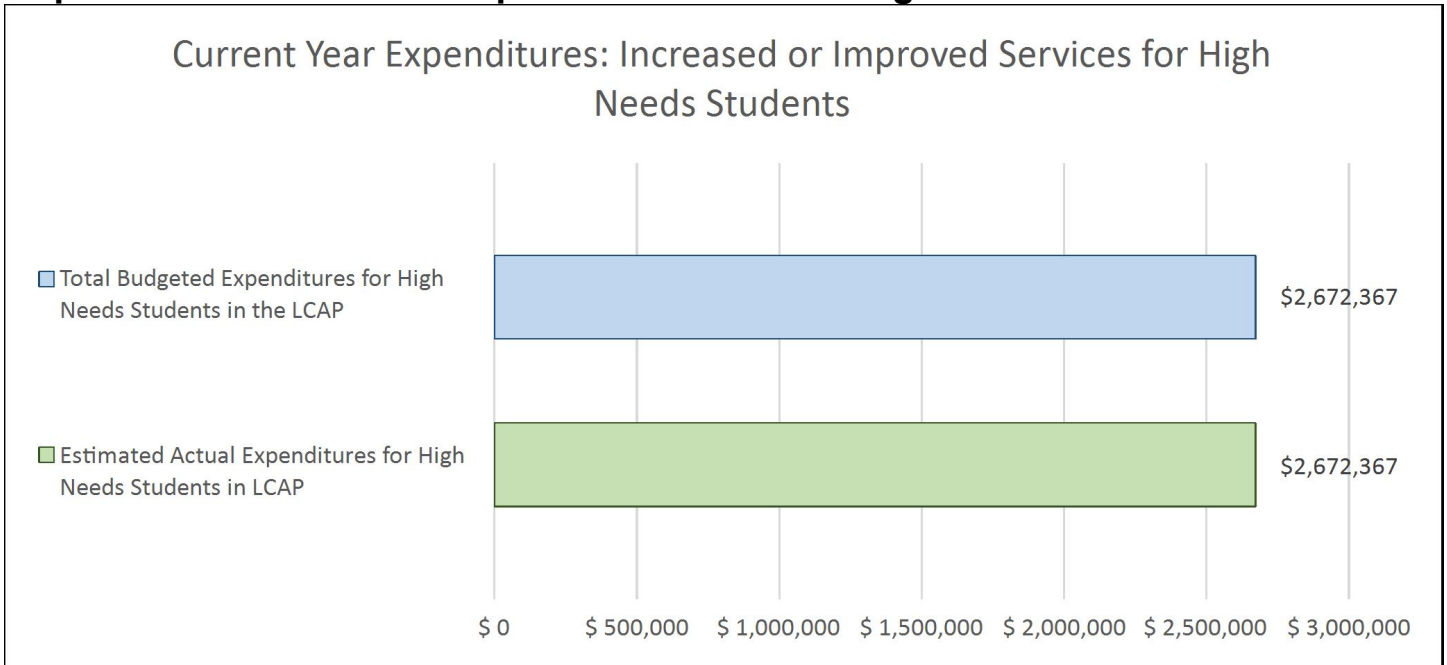
San Dieguito Union High School District plans to spend \$147,637,139 for the 2019-20 school year. Of that amount, \$3,022,305 is tied to actions/services in the LCAP and \$144,614,834 is not included in the LCAP.

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

In 2019-20, San Dieguito Union High School District is projecting it will receive \$3,022,305 based on the enrollment of foster youth, English learner, and low-income students. San Dieguito Union High School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, San Dieguito Union High School District plans to spend \$3,022,305 on actions to meet this requirement.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what San Dieguito Union High School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what San Dieguito Union High School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, San Dieguito Union High School District's LCAP budgeted \$2,672,367 for planned actions to increase or improve services for high needs students. San Dieguito Union High School District estimates that it will actually spend \$2,672,367 for actions to increase or improve services for high needs students in 2018-19.

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
San Dieguito Union High School District	Manuel Zapata Director of Accountability and Special Programs	Manuel.zapata@sduhsd.net 760.753.7073

## 2017-20 Plan Summary

### The Story

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

Vision: To provide a world-class education for all students through quality programs that engage students, inspire achievement and service to others; prepare them to be lifelong learners and responsible members of society.

San Dieguito Union High School District (SDUHSD) serves students in grades 7 through 12 in North San Diego. The District has seen a steady increase in enrollment since the 1990s with approximately 13,100 students served in the 2018-19 school year.

SDUHSD serves a diverse population of students including, English Learners (4.2%), Socio-economically disadvantaged students (11.57%), Foster and Homeless youth (0.1%) and students with disabilities (9.5%). Families in the district represent 40+ different home languages. SDUHSD fosters culturally responsive teaching practices and continues to provide parent workshops and education opportunities to families of English Learners.

SDUHSD is widely recognized as an outstanding district throughout San Diego County and the state. This reputation for quality is a result of many factors. First, San Dieguito is a district with a clear, unwavering focus on student learning and improving education outcomes for all students. Our students experience the very best teaching and learning strategies based on research and strong professional development. Student achievement has increased year over year and our students are among the highest-achieving students in the state.

San Dieguito Union High School District is committed to developing teachers' skill with and use of evidenced based instructional and assessment strategies which develop students' ability to collaborate effectively, think critically, create their own ideas, and communicate effectively in a variety of modes.

SDUHSD provides innovative teaching and learning to all of our students to ensure that they are ready for both college and a career after graduation. SDUHSD students are provided opportunities in a wide range of courses, beginning in our feeder elementary schools, as they transition to our middle schools and maintained through our high schools, in computer sciences, STEM, and Career Technical Education that provide our students a broad range of experiences.

## LCAP Highlights

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

San Dieguito Union High School District will maintain its focus on continuous improvement to support all students in reaching their post-secondary goals. We will continue to provide professional development to promote innovative and effective teaching practices (Goal 1. Action 1.A), support social-emotional wellness through Counselor and School Social Worker services; provide training on Restorative Practices (Goal 4. Action 4.A, and 4.B), and expand site wellness programs and our continuum of Multi-Tiered Systems of Support to promote a positive school climate and student connectedness (Goal 4. Action 4.B).

English Learners, students with disabilities and students who are low income, foster or homeless youth will continue to receive additional supports to address the performance gaps evident in the areas of ELA and math achievement, discipline, and graduation rates. These supports include; dedicated staff to monitor student progress (EL Leads, Title I Coordinators, Case Managers) (Goal 1 and Goal 2), targeted professional development and coaching for teachers and administrators on differentiated instruction and implementing the principles of Universal Design for Learning (Goal 1. Action 1.B and Goal 2. Action 2.A), intervention and support courses (Goal 1. Action 1.B), as well as supplemental instructional materials (Goal 2. Action 2.A), and transportation support to access specialized programs (Goal 2. Action 2.C, Goal 3. Action. C.).

## Review of Performance

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

## Greatest Progress

California School Dashboard results from the fall 2018 release show SDUHSD within the Green and Blue performance levels for all indicators except for the Chronic Absenteeism rate, which shows SDUHSD within the yellow performance level.

SDUHSD is proud of our students' achievement year over year. The District is particularly proud of the consistently high cohort graduation rates (95%+ over the last 7 years). The state of California provided a profile for a student "Prepared" for College and a Career using multiple measures which is reported for all districts and high schools through the CA School Dashboard as the College and Career Indicator (CCI). SDUHSD and all comprehensive district high schools reported a CCI in the High to Very High range on the fall 2018 Dashboard release.

The District credits this success to the implementation of innovative teaching practices (Goal 1. Action 1.A), professional development for teachers on differentiated instruction (Goal 1, Action 1.A), college readiness courses (Goal 3. Action 3.B), as well as transcript audits, course planning, and college and career focused activities with district counselors (Goal 3, Action 3.A).

Additionally, SDUHSD students have shown high achievement and significant progress in English Language Arts and math as evidenced by 2018 SBAC scores. SDUHSD students scored on average

75.9 points above the lowest Standard Met or level 3 scale score in ELA, and 61.6 points above in Math. SDUHSD has seen a steady and sustainable increase in student achievement over the last few years in ELA and Math as evidence by SBAC scores.

2018 SBAC results indicate that 80% of SDUHSD students scored in the Standard Met to Exceeded range in ELA, 72% in math.

- +3% from 2015 baseline (ELA and math)
- 24% higher than SD County average in ELA
- 28% higher than SD County average in math

Our English Learner (EL) students who have been Redesignated as Fluent English Proficient (RFEP) are performing similarly to their native English speaking peers on state wide assessments.

ELA, RFEP=81%, English Only=82% Math, RFEP=72%, English Only= 72%

We attribute this success to the continued focus on professional development for teachers and the coaching and mentorship provided by district ToSAs as well as the English Learner Lead teachers.



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

## Greatest Needs

As stated above, California School Dashboard results from the fall 2018 release show SDUHSD within the Green and Blue performance levels for all indicators except for the Chronic Absenteeism rate, which shows within the yellow performance level. SDUHSD did not have any indicators within the Red or Orange performance levels for the all students group. The district will continue to implement the programs, services and supports that have contributed to our students’ success. Although the district reported a Green performance level for Suspension rate, a review of school level results shows that 3 middle schools reported a performance level of Yellow or Orange for Suspension rates and Sunset Continuation high school reported a Red performance level. An analysis of multi- year suspension data (see Appendix E) for all schools shows that 5 district schools reported declining suspension rates in 17-18 (SDA, TPHS, CVMS, DMS, LCCHS), and 5 district schools reported increased suspension rates for 17-18 (CCA, OCMS, Sunset, EWMS, PTMS).

SDUHSD will provide more focused efforts to address our declining outcomes related to school climate, specifically student attendance and discipline rates.

Additional focus areas will include student attendance at all district schools as well as graduation rates and college and career readiness at Sunset Continuation High School. Although Chronic Absenteeism is only reported on the Dashboard for schools who serve students in grades K-8, a review of attendance data by school revealed the need to focus on improving student attendance at all district schools. See Appendix E for attendance data by school.

A review of multi-year discipline and attendance data as well as feedback from stakeholders in the annual LCAP survey has revealed the need to expand social emotional support services for students (Goal 4, Action 4.B) as well as opportunities for parent education (Goal 4, Action 4.A). The district will continue to offer workshops for families and gather input from parents on topics for parent education as well as ways to increase attendance at parent workshops. District and site leadership will work with site teams to continue to expand site wellness programs, improve our continuum of Multi-Tiered Systems of Support (MTSS), and explore additional evidence based strategies to promote a positive school climate and increase student attendance. SDUHSD will continue to participate in the California Scale-Up MTSS Statewide (SUMS) initiative through a 3-year grant which began in the 18-19 school year. Through participation in this initiative, SDUHSD teams are working to develop, align, and enhance academic, behavioral, and social-emotional resources, programs, supports, and services utilizing a coherent MTSS framework that engages all systems leading to improved student outcomes.

	Chronic Absenteeism	Suspension Rate	English Language Arts	Mathematics	Graduation Rate	College and Career Indicator	English Learner Progress
<b>SDUHSD</b>	Yellow	Green	Blue	Blue	Blue	Blue	<i>Performance level not reported for fall 2018 release</i>
<b>High Schools</b>							
CCA	<i>Not reported for grades 9-12</i>	Green	Blue	Blue	Blue	Blue	
SDA		Green	Green	Green	Blue	Blue	
TPHS		Green	Blue	Blue	Blue	Blue	
LCCHS		Green	Green	Yellow	Green	Blue	
Sunset		Red			Yellow	Orange	
<b>Middle Schools</b>							
OCMS	Green	Orange	Green	Green			
EWMS	Green	Yellow	Blue	Blue			
DMS	Orange	Green	Green	Green			
CVMS	Yellow	Green	Blue	Blue			
PTMS	Green	Yellow	Green	Blue			



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

## Performance Gaps

Based on the California School Dashboard fall 2018 results, SDUHSD displays performance gaps in the areas of college and career readiness, suspension rates, and academic achievement for target student groups. District-wide our student groups who are demonstrating the greatest needs (performance gaps in 2-3 state indicators) are English Learners, Students with Disabilities, and African American students.

During the 17-18 school year, SDUHSD formed a Special Education Task Force to evaluate the district special education programs and services and created a strategic plan to address the data driven needs. The Special Education Strategic Plan was implemented at all schools in the 18-19 school year.

Additionally, the district contracted with Hanover research to conduct an evaluation of our integrated and designated English Language Development supports for our ELs throughout the district. Hanover provided an in depth analysis of effective program models and instructional strategies to support ELs, Long Term ELs as well as RFEPs within a broad course of study. Based on the findings and recommendations from this study, SDUHSD identified areas for targeted improvement within our current EL instructional support model which included improved course placement practices, differentiated instructional materials, better communication among stakeholders, and professional development for all teachers and administrators on implementation of the English Language Development (ELD) standards in both designated and integrated ELD models.

### Graduation Rates

District graduation rates continue to be very high for all students but English Learners reported lower graduation rates than any other student group for the last few years. Upon further investigation, we discovered that there was a significant number of English Learner students who enroll within their 10th-12th grade year as a new student to the US with limited English proficiency and limited formal schooling from their home country. Although we offer the Newcomers Academy at LCCHS to provide intensive language development support for these students, it is sometimes not possible for them to meet SDUHSD high school graduation requirements before the end of their 12th grade year. SDUHSD district EL team collaborated with counselors and EL lead teachers to provide additional training for district counselors on options for students who will not graduate on time to finish their high school education which includes collaboration with Mira Costa Community College to support students transition to the Adult Education and English as a Second Language programs. As a result of these focused efforts, graduation rates for ELs district-wide increased by 9.8% in 17-18.

The fall 2018 Dashboard included results for all alternative schools for the first time. Sunset Continuation High School reported lower graduation rates and college and career “prepared” rates. It is important to note the Dashboard graduation rate for Sunset is based on a one-year graduation rate as opposed to the adjusted cohort graduation rate which all other comprehensive high schools report. The district will work closely with the site team at Sunset to provide technical assistance and support to include; an evaluation of placement practices and policy, evaluate resource inequities, review progress monitoring practices to track students status towards graduation, provide training and professional development for staff on conducting a needs assessment, identifying evidence based strategies, and monitoring the development and implementation of the School Plan for Student Achievement (SPSA).

### College and Career Indicator (CCI) “Prepared”

CA School Dashboard results show performance gaps for English Learners and Students with Disabilities in the area of College and Career readiness. The CCI is made up of multiple measures which include performance on Smarter Balanced Summative Assessments, performance on Advanced Placement (AP) or International Baccalaureate (IB) Exams, enrollment in College Credit Courses, earning the State Seal of Biliteracy, enrollment in Leadership/Military Science courses, meeting the University of California (UC) and California State University (CSU) a-g requirements, and completion of a Career Technical Education (CTE) Pathway. There are various pathways for meeting the “prepared” criteria on the CCI which starts with a student earning a high school diploma.

### Suspension Rates

CA School Dashboard results show SDUHSD schools have demonstrated progress in addressing student discipline concerns as district-wide suspension rates declined in the 17-18 year. Although we have seen improvements in this area, an analysis of suspension rates by student group highlights a need to address higher or increasing suspension rates for English Learners, Homeless youth, Students with Disabilities, African American students, Filipino students, and Hispanic students. The district will continue to implement Restorative Practices to address student discipline (Goal 4. Action 4.A). Additionally, district and site leadership will work with site teams to continue to expand site wellness programs, enhance our continuum of Multi-Tiered Systems of Support (MTSS), and explore additional evidence based strategies to promote a positive school climate and student connectedness. Suspension rates for African American students on the CA School Dashboard shows an Orange performance level which is two levels below the Green performance level for the all students group, highlighting a performance gap. Upon further exploration into the 2016-17 and 2017- 18 suspension rates by ethnicity, we found that there was a very small number of African American students suspended. The strategies planned to address increasing suspension rates for all students will also benefit African American students.

### Academic Achievement

Based on CA School Dashboard results from fall 2018, English Learners, Students with Disabilities, and African American students demonstrate a performance gap in English Language Arts. Students with Disabilities, and African American students demonstrate a performance gap in Math. The district will continue to provide professional development and coaching for teachers on differentiating instruction, implementing the principles of Universal Design for Learning, implementing the CA English Language Development (ELD) Standards in core content classes and using the PLC model to analyze student data and identify those students who have not mastered Essential Learning Outcomes (ELOs) (Goal 1. Action 1.A). The district will continue to provide sites with additional staffing allocations to develop and implement intervention courses to support students performing below grade level (Goal 1. Action 1.A, 1.B).

## San Dieguito Union High (San Diego County, CA)

Reporting Year: 2018 ▾

This report displays the performance level (color) for each student group on all the state indicators.

### Student Group Report for 2018

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Yellow	Green	Blue	Blue	Blue	Blue
English Learners	Orange	Yellow	Green	Orange	Yellow	Green
Foster Youth	None	None	None	None	None	None
Homeless	None	Yellow	None	None	None	None
Socioeconomically Disadvantaged	Yellow	Green	Blue	Green	Green	Green
Students with Disabilities	Green	Yellow	Green	Yellow	Orange	Yellow
African American	None	Orange	None	None	Yellow	Yellow
American Indian or Alaska Native	None	Green	None	None	None	None
Asian	Blue	Blue	Blue	Blue	Blue	Blue
Filipino	None	Yellow	None	None	Blue	Green
Hispanic	Yellow	Yellow	Blue	Green	Green	Green
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	Yellow	Green	Blue	Blue	Green	Blue
Two or More Races	Blue	Blue	None	None	Green	Blue

## Comprehensive Support and Improvement

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

### Schools Identified

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

Sunset Continuation High School was selected for comprehensive support and improvement (CSI) based on 2018 California Dashboard results. Sunset met the eligibility criteria for CSI selection as a result of reporting a one-year graduation rate less than 67 percent, averaged over two years, based on the graduating Classes 2017 and 2018.

### Support for Identified Schools

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

Starting in January 2019 when Sunset Continuation High School was identified by CDE as eligible for Comprehensive Support and Improvement, SDUHSD provided technical assistance and support to Sunset Continuation High School to develop a data-driven School Plan for Student Achievement

(SPSA) and implement evidence based practices to increase one-year graduation rates. Sunset, as with all district schools, completes a needs assessment each year to inform and develop their SPSA. As Sunset is a small school (<120 students), the school team is able to conduct an annual needs assessment with input from all staff as well as students and parents who participate on their school site council (SSC). District leadership reviewed results of Sunset's needs assessment and supported a root cause analysis of their identified highest priority needs, which included increasing graduation rates. Additionally, district leadership worked with the Sunset leadership team to conduct an evaluation of Sunset referral practices and policy, evaluated resource inequities which included a review of staffing, course materials, fiscal records, and facilities, reviewed progress monitoring practices to track student's status towards graduation, provided training and professional development for staff on creating and implementing a data-driven SPSA and identifying evidence based strategies to address site needs, as well as training on effective progress monitoring to ensure full implementation of their SPSA.

As a result of this work, SDUHSD did not identify any resource inequities at Sunset. Sunset has experienced teachers, comparable funding to all district schools, adequate and safe facilities, as well as standards aligned instructional materials. Through the needs assessment process, the planning team identified the following evidence based strategies;

- Refine the district's referral process for placement at Sunset to allow student's sufficient time to remediate credit deficiencies,
- Partner with local community colleges to develop a preparation course for students to take the General Educational Development Test (GED) or The California High School Proficiency Examination (CHSPE),
- Partner with MiraCosta College to develop an alternate graduation path for Sunset, in alignment with CA Education Code, which mirrors the Adult Education program offered at MiraCosta College,
- District team will continue to coach and train counselors from all high schools to ensure practices are in place to identify students who are credit deficient in time for remediation.

The Sunset and district team will implement the Tier Two evidence based actions and services identified above in the 2019-20 school year.

## **Monitoring and Evaluating Effectiveness**

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

District leadership will continue to meet regularly with Sunset administration and the leadership team to review interim measures to track student's status towards graduation. Interim measures will include; transcript audits to track credit recovery and attendance rates. Additionally, SDUHSD will revise the referral process for students to enroll at Sunset to ensure students have adequate time to remediate credit deficiencies and meet high school graduation requirements. District leadership will train all high school counselors, Assistant Principals, and Principals on the revised Sunset referral process and conduct audits throughout the year to ensure compliance. The effectiveness of the planned actions and services will be measured by the one year graduation rate reported through the California School dashboard. The district and Sunset team will also consult with counselors throughout the year to track the effectiveness of the revised Sunset referral process.

SDUHSD and the Sunset team will also develop a partnership with Mira Costa College to support the development of the Sunset alternate graduation pathways with the Adult Education program offered at the community college level.

# Annual Update

## LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

### Goal 1

Annual increase in student achievement for all students in English Language Arts and Math with focus on accelerating student learning outcomes for students performing below grade level.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                          Priority 2: State Standards (Conditions of Learning)  
                          Priority 4: Pupil Achievement (Pupil Outcomes)  
                          Priority 7: Course Access (Conditions of Learning)  
                          Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected

**Metric/Indicator**

a. Percentage of students who scored in the Standard Met to Standard Exceeded range on SBAC

**18-19**

a. 2018 results: 3% increase in ELA, 2% in math

**Baseline**

a. 2016 SBAC results:  
80% of SDUHSD students tested scored in the Standard Met to Standard Exceeded ranges in ELA, 71% in math

**Metric/Indicator**

b. California Science Test (CAST) scores

Actual

2018 SBAC results: 80% of SDUHSD students tested scored in the Standard Met to Standard Exceeded ranges in ELA, 72% in math. A 1.1 % decrease in ELA and a 0.3 increase in Math from the previous year.

For SBAC scores by school please see Appendix E, Table 1.1

SDUHSD students in grades 8, 11, and 12 participated in the CA Science Test (CAST) spring 2019 administration. CAST results will not be available until late fall 2019.

Expected

**18-19**  
b. Establish baseline

**Baseline**  
b. Baseline will be established from the 2018-19 California Science Test (CAST) results for 8th and 11th grade students.

**Metric/Indicator**  
c. State Standards aligned materials

**18-19**  
c.. 2018-19 Sufficiency of Instructional Materials Report approved by the Board will determine the district has sufficient instructional materials aligned to standards for all pupils in Math, ELA, ELS, History-Social Science, Health and Foreign Languages.

**Baseline**  
c. 2016-17 Sufficiency of Instructional Materials Report: On 9/01/2016 the SDUHSD Board determined the district has sufficient instructional materials aligned to standards for all pupils in Math, ELA, ELD, History-Social Science, Health and Foreign Languages.

**Metric/Indicator**  
d. Appropriately credentials teachers

**18-19**  
d.. 2018-19 course audits:  
100% of all teachers are appropriately credentialed and assigned.

**Baseline**  
d. 2016-17 course audits:  
99.0% of all teachers are appropriately credentialed and assigned as measured by total course sections.

**Metric/Indicator**  
e. Teacher misassignment rate

Actual

2018-19 Sufficiency of Instructional Materials Report: On 9/13/2018 the SDUHSD Board determined the district has sufficient instructional materials aligned to standards for all pupils in Math, ELA, ELS, History-Social Science, Health and Foreign Languages

2018-19 course audits: 98% of all teachers are appropriately credentialed and assigned as measured by total course sections

2018-19 course audits: 2.0% teacher mis-assignment rates as measured by total course sections.

Expected

**18-19**  
e. 2018-19 course audits:  
0% teacher mis-assignment rates

**Baseline**  
e. 2016-17 course audits:  
1.0% teacher mis-assignment rates as measured by total course sections.

**Metric/Indicator**  
f. Teacher of English Learner misassignment rate

**18-19**  
f.. 2018-19 course audits:  
0% teacher of English Learners mis-assignment rates

**Baseline**  
f. 2016-17 course audits:  
0.2% teacher of English Learners mis-assignment rates as measured by total course sections.

**Metric/Indicator**  
g. LCAP survey- teacher collaboration

**18-19**  
g. 2018-19 LCAP Stakeholder Survey results: 72% agree, less than 25% disagree

g. 2018-19 LCAP Stakeholder Survey results:  
76% agree, less than 20% disagree

**Baseline**  
g. 2016-17 LCAP Stakeholder Survey results:  
68% of teachers responded that they agree or strongly agree that SDUHSD provides adequate time for teacher collaboration. 35% disagree or strongly disagree.

**Metric/Indicator**  
h. Professional development survey implementation of standards

**18-19**

Actual

2018-19 course audits: 0.2% teacher of English Learners mis-assignment rates

2018-19 LCAP Stakeholder results: 55% (same as previous year's survey) of teachers responded that they agree or strongly agree that SDUHSD provides adequate time for teacher collaboration. 33% (+5% when compared to previous year's survey) disagree or strongly disagree.

18-19 PD survey results:  
Academic Language/ELD 76%. (-7% from prior year)  
Standards / Framework Confidence 94% (+2% from prior year)

## Expected

h. 2018-19 PD survey results:  
Academic Language/ELD  
72%.  
Standards / Framework Confidence  
94%  
Instructional and  
Assessment Strategies Confidence  
94%  
PLC/Common Assessments Effectiveness  
84%

### Baseline

h. 16-17 PD survey results:  
Academic Language/ELD  
68% of teachers report that  
they implement instructional  
strategies to develop academic  
language for all students a  
moderate amount to  
frequently.

Standards / Framework Confidence  
81% of teachers report that  
they are moderately to very  
confident in their  
understanding of the standards  
and framework for their subject  
and the vertical alignment of  
content from 7th-12th grade.

Instructional and  
Assessment Strategies Confidence  
81% of teachers report that  
they are moderately to very  
confident in their  
understanding and  
implementation of instructional  
strategies relevant to their  
content area.

PLC/Common Assessments Effectiveness  
73% of teachers report that  
their PLC group at their sites

## Actual

Instructional and Assessment Strategies Confidence 94% (+6% from prior year)  
PLC/Common Assessments Effectiveness 84% (+9% from prior year)



Expected

are moderately to very effective, including the implementation of common assessments, collaborative analysis of results, and implementation of student interventions.

**Metric/Indicator**

i. Below grade level math course enrollment

**18-19**

i. Reduce the percentage of students enrolled in below grade level math courses in 7th, 8th and 9th grade

**Baseline**

i. Internal course enrollment data; baseline from 2015 Hanover study  
Intervention/Remedial Course Enrollment Rate: Baseline percent of students enrolled in below grade level Math courses; 7th grade 9.2%, 8th grade 9.9%, 9th grade 13.5%

Actual

The percentage of students enrolled in below grade level math courses increased in 7th, 8th and 9th grade. 7th grade 10.5% (+1.6%), 8th grade 11.7% (+4.9 %), 9th grade 11.7% (+1.3%)

**Actions / Services**

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

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Base Program 1.A.1. Continue to provide appropriately credentialed and effective teachers, management staff, classified staff, counselors and district office support staff</p>	<p>Base Program 1.A.1. The San Dieguito Union High School District (SDUHSD) strives to attract highly qualified employees to provide all of our students with an outstanding education. When the District posts open positions for both certificated and classified employees we still</p>	<p>a. The approximate cost for Highly Qualified Teachers, management staff, classified staff, counselors, district office support staff, and their related materials and resources, MODIFIED to reflect actual cost</p>	<p>a. The actual cost for Highly Qualified Teachers, management staff, classified staff, counselors, district office support staff, and their related materials and resources 1000-3000, 4000, 5000 LCFF \$115,566,848.00</p>

1.A.2. Continue to provide standards aligned materials to all students

1.A.3. Continue to provide professional learning and coaching through Teacher on Special Assignment (ToSA) model to increase student learning and support teacher implementation of instruction and assessment aligned to California State Standards in ELA and Math as well as the English Language Development Standards.

1.A.4. Continue to provide professional development and coaching through Teacher on Special Assignment model as well as staff collaboration time to increase student learning outcomes and support instruction, assessment and curriculum aligned to the Next Generation Science Standards.

require that they meet the previous NCLB standard. This will be our practice until California defines our new standards for highly qualified educators. The District pays for the State required two year Induction (Beginning Teacher Support Program) for teachers, which provides teachers with subject specific training and coaching. In addition, the District has a rich professional development program for all of our staff, both certificated and classified. All of our schools have Professional Learning Communities which allow teachers to collaborate around student learning.

SDUHSD's demographics are such that we do not have significant difficulty attracting highly qualified teachers. We do experience intermittent challenges with hiring in the areas of special education, science and math. In order to fill those vacancies we attend recruiting fairs; advertise that we pay for Induction; post positions on a popular Job Board, Edjoin; develop relationships with local universities to host student teachers and Interns; and provide incentives for employees to provide earlier notice of their retirement in order for the District to hire early for the next school year.

Base Program 1.A.2. Math

1000-3000, 4000, 5000 Base  
\$115,114,538.00

b. ToSA embedded coaching model (2.0 FTE) to support differentiated instruction in all classrooms and provide professional development for teachers in the areas of innovative teaching and learning, formative assessment, implementation of standards and differentiating instruction. 1000-3000, 4000, 5000 Base  
\$252,000.00

c. MODIFIED: The release time for math teachers to work on curriculum writing is being phased out as the SDUHSD math curriculum and supplemental materials have been implemented, adapted and edited over the last few years.

Provide release time for teachers to develop, refine, and implement California Math Standards aligned Curriculum (0.73 FTE).  
1000-3000, 4000, 5000 Base  
\$66,000.00

d. Purchase and develop instructional materials that align to California State Standards.  
5000-5999: Services And Other Operating Expenditures Lottery  
\$100,000.00

e. Stipend and release days for Educational Technology

b. ToSA embedded coaching model (2.0 FTE salary +benefits) to support differentiated instruction in all classrooms and provide professional development for teachers in the areas of innovative teaching and learning, formative assessment, implementation of standards and differentiating instruction. 1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits LCFF \$267,403.00

c. Provided release time for teachers to develop, refine, and implement California Math Standards aligned Curriculum (0.73 FTE salary + benefits).  
1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits LCFF \$110,223.00

d. Purchased and developed instructional materials that align to California State Standards.  
5000-5999: Services And Other Operating Expenditures Lottery  
\$128,216.00

e. Stipend and release days for Educational Technology

Middle School: All six middle school courses have been edited and revised this year. The pacing of Integrated Math B has been evaluated and updated based on teacher feedback. Integrated Math B Essentials saw bigger changes this year to better align to Integrated Math B and California Common Core State Standards. Writers continue to order modules to be printed and delivered through Staples based on feedback from teachers regarding the timing of orders. In addition, the teacher and student curriculum support websites are updated with the revised pacing and content in each module.

High School: High school curriculum writers revised curriculum for all high school courses. This included simple edits of typos as well as larger revisions of content. Updates to the Student Support Website began to better align with content and pacing in each course. Other district teachers have assisted in curating resources for the support website. Integrated Math 1/2 Essentials is a new course to be offered during the 2019-2020 school year. Writers met with teachers to solicit input on the content to be included in Integrated Math 1/2 Essentials and writing on the course began during the Spring term. Writers continue to order modules to be printed and delivered through

Specialist at each site (10 ETs @ \$1,500 each) 1000-3000, 4000, 5000 Base \$15,000.00

f. Continue to recruit and retain Highly Qualified Teachers: Edjoin registration 5000-5999: Services And Other Operating Expenditures Base \$1,800.00

g. Teacher on Special Assignment 1.0 FTE- to support and provide professional development for NGSS implementation, course development and differentiating instruction. 1000-3000, 4000, 5000 Base \$137,000.00

h., i. MODIFIED- Title I expenses support supplemental programs and therefore are more accurately reflected within the supplemental actions in Goal 1 Action 1.C. (new) 1000-3000, 4000, 5000 Title I

h., i. MODIFIED- Title I expenses support supplemental programs and therefore are more accurately reflected within the supplemental actions in Goal 1 Action 1.C. (new) Title I

Specialist at each site (10 ETs @ \$1,500 each) 1000-1999, 3000-3999: Certificated Personnel Salaries and Benefits LCFF \$0.00

f. Continue to recruit and retain Highly Qualified Teachers: Edjoin registration 5000-5999: Services And Other Operating Expenditures LCFF \$1,800.00

g. Teacher on Special Assignment (FTE salary +benefits)- to support and provide professional development for NGSS implementation, course development and differentiating instruction. 1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits LCFF \$133,045.00

Expense moved to action 1.C

Expense moved to action 1.C

Staples based on feedback from teachers regarding the timing of orders.

#### Science

The state-developed Toolkit for Instructional Materials (TIME) was used to prescreen science instructional materials, and a team of teacher leaders attending TIME training hosted by the San Diego County Office of Education.. For middle school, a committee of science department chairs and teacher leaders prescreened all twelve programs approved by California for the integrated middle school science model, and these scores were used in conjunction with pilot feedback from teachers and students to recommend the top three programs all middle school science teachers will pilot for the 2019-2020 school year. The three programs recommended include: Lab-Aids, Teachers Curriculum Institute (TCI), and the Stanford Center for Assessment, Learning, and Equity (SCALE). High school teachers also used the TIME prescreen process to preliminary evaluate instructional materials for Biology, Chemistry and Physics courses. These prescreen rubric scores will be used in determining future high school science pilots of instructional materials. In addition to the TIME prescreen, other rubrics from the TIME process will be used to evaluate pilots during the 2019- 2020 school year and

will inform the instructional materials recommended for science adoption.

Base Program 1.A.3.  
Teacher on Special Assignment (ToSA) for Universal Design for Learning (UDL) and Differentiated Instruction (DI)

ToSA for UDL and Differentiated Instruction collaborates with district and site administrators, as well as teachers, department chairs, and department coordinators to plan and deliver professional development for teachers and administrators throughout the year. During the 18-19 school year, professional development topics included but were not limited to: strategies to support English Learners and underperforming students, formative assessment, implementation of standards and differentiated instruction, implementation of the principles of Universal Design for Learning, implementation of the district's new reading intervention program (READ 180 universal), data driven decision making at each school site, classroom, and student level, supporting social emotional wellness in the classroom, and promoting a positive school climate. ToSAs also provided coaching for all teachers on evaluating supplemental materials, lesson planning, and assessment practices. In addition, ToSAs collaborate with each department

district wide to set goals for each school year as well as support the process to monitor progress and evaluate successes each year.

Teacher on Special Assignment (ToSA) for Professional Development

The Teacher on Special Assignment (ToSA) for Professional Development worked with department chairs to plan and deliver professional development (PD) sessions that focused on innovative teaching and learning, formative assessment, implementation of standards and differentiating instruction. All departments met twice this year in August and January to work on goals developed for each department by department chairs the previous spring. In addition to these meetings, the following departments met for additional professional development multiple times throughout the 18-19 school year.

Base Program 1.A.4.  
District Professional Development Teacher on Special Assignment (ToSA) for Science lead district-wide professional development (PD) sessions that focused on the content and instructional shifts inherent in the Next Generation Science Standards (NGSS), the evaluation of available instructional materials using the state-developed Toolkit

for Instructional Materials Evaluation (TIME) process, and the collaborative articulation of course content through the development of Scope and Sequences aligned to the NGSS standards for middle and high school science courses. Additional responsibilities included: planning and facilitation of Science Learning Walks, development and coordination of the instructional materials evaluation/recommendation process and pilots, support for PLC groups in planning NGSS-aligned lessons, organizing Comprehensive Sexual Health Education training for 7th grade science teachers, professional development requested by new science teachers and 6th grade colleagues from our elementary feeder districts, attendance at county and state meetings/conferences to stay informed with NGSS implementation expectations, planning and delivery of middle and high school science parent information sessions, development and dissemination of monthly science newsletter, instructional coaching (when voluntarily requested by science teaches) collaboration with Special Education and English Learner leadership and teachers, as well as planning and facilitating Goal Setting Days for all SDUHSD departments, including science.

### Curriculum Development

In addition to the continued development of Scope and Sequences discussed above, approximately 50 science teachers piloted NGSS instructional materials from a dozen publishers during the 2018-2019 school year. Site department science teams have also utilized PLC time during their late starts/early releases to develop and adapt lessons to support their Scope and Sequence. Five teacher leaders and one administrator attended county training on the state-developed rubric for evaluating NGSS instructional materials (Toolkit for Instructional Materials Evaluation, or TIME) in January 2019, and the TIME prescreen rubric was utilized by middle and high school teachers to evaluate the available NGSS instructional materials in spring professional development. Prescreen scores were used in conjunction with pilot feedback from teachers and students to narrow down the field of possible instructional materials for adoption, and provided guidance in the teacher selection of district-wide pilots from three publishers (Lab Aids, Teachers Curriculum Institute, and Stanford SCALE) for the 2019-2020 school year.



## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Supplemental 1.B.1 Continue to support staff collaboration and provide specified professional learning that builds capacity to design and deliver high quality instruction, assessment and differentiated curriculum for all students with focus on at-risk students.</p> <p>1.B.2. All core content courses in ELA, Math and Social Science will continue to develop, implement, and review data on common assessments aligned to established course ELOs utilizing online assessment tools as appropriate.</p> <p>1.B.3. Students who are identified as performing below grade level will continue to be provided with the necessary support to remediate their gaps in learning. Identification includes district math assessments, D/F data, SBAC, CELDT and multiple other sources.</p> <p>1.B.4. School sites will continue to investigate ways to add specific intervention time into their bell schedules, time for teacher collaboration, as well as access to courses as needed.</p>	<p>Supplemental 1.B.1 SDUHSD continues to build capacity through ongoing professional development utilizing professional learning communities. Each school site, under the direction of school site principal and in collaboration with department chairs, allocate time and resources throughout the school year to work within subject specific content areas to build capacity around Essential Learning Outcomes as well as formative assessments. Departments will work in collaboration to look at each assessment and learning outcomes to ensure they are meeting the needs of each student.</p> <p>Use of release time for EL work: SDUHSD ToSA for UDL and DI meets with PLCteams upon request to provide support for integrated and designated ELD instruction, UDL and differentiation.</p> <p>Small groups of teachers of English Learners from across the district met several times throughout the year for collaboration and professional learning: San Dieguito HS Academy EL Cohort (a group of 5 teachers who have clusters of English Learners and/or teach</p>	<p>a. Provide release time (sub days and extra work agreements) for staff to attend professional development for differentiating instruction, implementation of standards, technology, ELO and assessment development 1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits Supplemental \$100,000.00</p> <p>MODIFIED: the budget for tutoring programs has been increased to address the achievement gap for target student groups. b. Site tutoring allocations for each site to support tutoring programs 1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits Supplemental \$46,000.00</p> <p>c. MODIFIED: the budget for intervention and supports has been increased to address the achievement gap for target student groups. School sites will be provided non-formula sections to continue to implement intervention courses and supports for students not obtaining mastery of ELO's. Cost for future FTE allocations will be determined yearly dependent on identified need 1000-1999, 3000- 3999:</p>	<p>a. Provided release time (sub days and extra work agreements) for staff to attend professional development for differentiating instruction, implementation of standards, technology, ELO and assessment development</p> <p>1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits Supplemental \$109,636.00</p> <p>b. Site tutoring expense for each site to support tutoring programs 1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits Supplemental \$32,000.00</p> <p>c. Cost to implement intervention courses and supports for students performing below grade level in ELA and math. (9.52 FTE salary + benefits) 1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits Supplemental \$1,281,250.00</p>

intervention courses) convened on September 4, September 18 for morning release time. The group met again for a full-day PD session on 10/18/18 with the district ToSA for UDL and Differentiated Instruction.

On February 5, 2019, a team of 3 Middle School ELD teachers from Oak Crest MS, Earl Warren MS and Carmel Valley MS met for a full day and planned lessons aligned to the ELD standards using both materials that they developed and the Inside curriculum. ToSA for UDL and DI joined this group for the afternoon and provided coaching on using the district-purchased Inside curriculum.

**Educational Technology:**  
In addition to the information and resources provided during department-specific professional development, the Teacher on Special Assignment (ToSA) for Professional Development went to each school site to provide individualized support to teachers and staff on using technology to support the learning of all students. Topics include the effective use of Google Classroom, Google Forms for assessment and monitoring of student learning, communicating with students and families via Google Sites, organizing Google Drive, using Google Drive to collaborate with course alike team members, and using Illuminate to

Certificated Personnel Salaries and Benefits Supplemental \$1,040,000.00

d. MODIFIED: the budget for AVID tutoring support has been adjusted to reflect the actual costs over the last few years. Cost for AVID Tutoring support 2000-2999: Classified Personnel Salaries Supplemental \$185,000.00

e. MODIFIED: Cost for licenses, training and maintenance of the new Read 180 Universal program at all district sites 4000-4999: Books And Supplies Supplemental \$170,000.00

f. NEW: Reading Specialist (0.4 FTE) to support the implementation of the new Read 180 Universal Program as well as provide coaching and strategies for teaching on implementing reading interventions and supports in core content classes. Supplemental \$48,000.00

d. cost for AVID Tutoring support 2000-2999: Classified Personnel Salaries Supplemental \$135,500.00

e. Cost for licenses, consumables and maintenance of the Read 180 program at all district sites 4000-4999: Books And Supplies Supplemental \$166,018.00

f. Reading Specialist (0.4 FTE) to support the implementation of the new Read 180 Universal Program as well as provide coaching and strategies for teaching on implementing reading interventions and supports in core content classes. 1000-1999: Certificated Personnel Salaries Supplemental \$58,584.00

administer assessments and analyze results in their Professional Learning Communities..

#### Science

Science teachers engaged in Science Learning Walks during November, 2018, during which they had the opportunity to observe NGSS shifts in instruction and curricular content taking place at our districts' middle and high schools. Teachers were provided with collaboration time in professional development and in-service sessions to share lessons and instructional strategies that align with the conceptual shifts of the NGSS, and were provided time in the science August in-service to develop a PLC plan that was aligned to the district science goals. In a Post- PD survey, 86% of science teachers indicated that they strongly agreed that the content related to instruction and assessment delivered at the January in-service session was relevant to their work, and 91% indicated that they learned at least one new skill/strategy they could immediately use at their school. 84% indicated that the sample exemplar lessons shared were very relevant to their needs and practice, and 85% indicated the same regarding the exemplar assessments shared.

Supplemental 1.B.2.

Professional Learning Communities (PLC) work The SDUHSD PLC model follows the model set forth by DuFour, et al, and includes teams of teachers establishing common Essential Learning Outcomes (ELOs), and developing common formative assessments of those. A key component of the SDUHSD Professional Learning Community (PLC) model is intervention and enrichment for those students who have and have not yet mastered Essential Learning Outcomes (ELOs). Each school site, under the direction of school site principal and in collaboration with department chairs, allocate time and resources throughout the school year to work within subject specific content areas to build capacity around Essential Learning Outcomes as well as formative assessments. Departments will work in collaboration to look at each assessment and learning outcomes to ensure they are meeting the needs of each student.

Supplemental 1.B.3.

Tutoring Support: SDUHSD utilizes AVID tutors in a variety of classroom settings to support students in reaching proficiency in their subject area courses.

Approximately 300 hours per week of tutoring support was provided to students throughout the district. Additionally, sites are provided funds to support before and after

school targeted tutoring programs for students who need supplemental support in their core content classes. SDUHSD also employs bilingual tutors to support students who are new to US Schools with limited English language proficiency to increase their ability to access content in their core content area classes. See Goal 2. Action 2.B. for more information on bilingual tutoring support.

Intervention courses and supports: Sites were provided additional sections to implement intervention courses for students who are identified as performing below grade level in English Language Arts and math. Students are identified for placement in intervention courses through a review of student data including; district math assessments, D/F data, SBAC results, ELPAC/LAS Links results, SRI scores, MDTP scores, and other sources. Sites develop progress monitoring systems to track the effectiveness of intervention courses in remediating learning gaps for the students enrolled. District intervention courses include Reading Support, Integrated Math A/B Essentials (MS), Integrated Math 1/2 Readiness (HS), Math Support, English Enrichment, ELD Support, and Academic Literacy. Student progress in intervention courses is evaluated based on

course assessments, grade report data and teacher feedback.

#### Supplemental 1.B.4.

All SDUHSD school sites take a team approach to master schedule development and bell schedule review each year. Each school site's bell schedule is built to include time for teacher collaboration via departmental Professional Learning Communities and professional development opportunities. Sites also annually review intervention programs and courses. Site and district teams worked collaboratively over the 18-19 school year to refine course descriptions and placement criteria for intervention courses and expand courses/programs as needed.

Trainings were offered for administrators and counselors on best practices for master scheduling at monthly principal and head counselor meetings as well as personal site visits by district administration to ensure each site was using data to drive targeted intervention courses.

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Supplemental 1.C.1. Title I schools will provide additional sections to support students who are identified as performing below grade level and will continue to provide the necessary support to remediate their gaps in learning. Identification includes district math assessments, D/F data, SBAC, CELDT and multiple other sources.</p> <p>1.C.2. Continue to provide professional development and training for teachers, administrators, and staff on evidenced based strategies, programs and supports to increase the educational program of the school and improve student achievement.</p>	<p>Supplemental- Title I, 1.C.1. Intervention courses and supports: Title I schools utilized their allocated Title I funds to provide additional sections to implement intervention courses for students who are identified as performing below grade level in English Language Arts and math. Students were identified for placement in intervention courses through a review of student data including; district math assessments, D/F data, SBAC results, ELPAC/LAS Links results, RI scores, MDTP scores, and other sources. Title I schools also developed progress monitoring systems to track the effectiveness of intervention courses in remediating learning gaps for the students enrolled. District title I intervention courses include English Enrichment, Academic Lab, and Math Skills. Student progress in intervention courses is evaluated based on course assessments, grade report data and teacher feedback.</p> <p>Supplemental supports: SDUHSD utilizes AVID tutors in a variety of classroom settings to support students in reaching proficiency in their subject area courses. Title I schools utilized Title I funds to support before and after school targeted tutoring programs for students who need</p>	<p>a. Title I school sites will utilize Title I funds to continue to develop and implement intervention courses and supports for students not obtaining mastery of ELO's Cost for future FTE allocations will be determined yearly dependent on identified need 1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits Supplemental \$315,000.00</p> <p>b. Registration costs for teachers and administrators to attend professional conferences 5000-5999: Services And Other Operating Expenditures Title I \$15,000.00</p>	<p>a. Title I school sites will utilize Title I funds to continue to develop and implement intervention courses and supports for students not obtaining mastery of ELO's (2.8 FTE salary + benefits). 1000-1999, 3000-3999: Certificated Personnel Salaries and Benefits Title I \$388,246.00</p> <p>b. Registration costs for teachers and administrators to attend professional conferences 5000-5999: Services And Other Operating Expenditures Title I \$22,050.00</p>

supplemental support in their core content classes. Sites track student attendance, targeted instruction, and progress in their intervention programs.

Title I sites also utilize Title I funds to provide supplemental materials to make grade level content more accessible to a diverse student population as well as support instruction in English and math intervention courses.

Supplemental- Title I, 1.C.2.  
Each Title I school employs a Title I Coordinator who monitors students' academic progress in interventions and tutoring programs, plan and organize parent involvement activities, participate in the SST process for struggling students, coordinate teacher professional development opportunities, and meet regularly with site administration to review student data.

Title I sites also offer a variety of parent engagement and education activities throughout the year which include; Title I parent meeting, regular coffee with the principal meetings, parent forums, and parent information nights. Sites design their parent engagement programs based on parent input and feedback gathered throughout each year.



# Analysis

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

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

The actions and services described above were implemented with fidelity during the 18-19 school year. Especially effective was our ToSA model to support teacher collaboration and professional development. Through a consistent focus on differentiating instruction and implementing ELD standards in core content classrooms, we have seen a significant decrease in the percentage of unduplicated students enrolled in below grade level math courses in the 18-19 school year as well as a steady increase in student performance on statewide assessments. The district Science ToSA has been an effective role to support teachers as the district transitions to NGSS. The Science ToSA worked with site teacher teams to revise and articulate course content for an NGSS-aligned course sequence through continued development of Scope and Sequences for 7th, 8th, Biology, Chemistry, and Physics NGSS courses. This work will result in a district- adopted, NGSS-aligned and articulated course sequence for all students. This process also served as valuable professional development in that teachers' familiarity with the content of the standards increased as they worked collaboratively to develop course scope and sequences. High school science teachers examined five course sequence models that considered which three science classes would apply toward graduation, and will make a final recommendation by the end of the school year. Science teams engaged stakeholders including special education and EL teachers to gather the input to inform the NGSS course model discussion to ensure that all students can access all NGSS standards.

In addition, the district ToSA for Universal Design learning has been effective in supporting teacher's district wide with strategies to support English Learners as well as the implementation of Universal Design for Learning in the planning and delivery of upcoming units. The addition of a part-time Reading Specialist was also very effective during the 18-19 school year. The Reading Specialist provided coaching to all reading intervention teachers to ensure the new reading intervention program was used with fidelity. In addition, the Reading Specialist trained reading intervention teachers to make data driven decisions to inform instruction and assessment practices.

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

SDUHSD students maintained high performance (80% in ELA and 72% in math) and modest increase on statewide assessments in math (+0.9%) which indicates that the implemented actions and services supported an increase in student achievement district-wide. CA School Dashboard results show that all SDUHSD middle and 4 out of 5 high schools had a blue or green performance level for both ELA and math which represent very high performance outcomes and an increase in student achievement when compared to the prior year and to similar districts within the county. The need to continue to focus our efforts on supporting teachers in the use of the PLC model to improve student learning was highlighted through teacher feedback on both the annual LCAP stakeholder survey and teacher surveys administered throughout the year. Additionally, the district will continue to consult with sites on ways to provide more time for teacher collaboration. Survey results show a 22% decrease in teacher's who feel their school provides adequate time for collaboration. SDUHSD continues to recruit and retain effective and innovative teachers and management staff. SDUHSD has a very low rate of teacher turnover. SDUHSD teachers have an average of 14 years of teaching experience with at least 12 years teaching in

SDUHSD. Stakeholder LCAP survey results show that 76% of staff agrees that school leadership is effective. Having skilled and experienced staff to support below grade level students has helped increase student achievement and improve teaching practices across the district. SDUHSD stakeholders agree that the district offers rigorous curriculum and instruction aligned to standards in math (83%), ELA (83%), Science (79%), Social Science (79%), and Electives (77%).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Anticipated expenditures for certificated salaries were different than expected due to the varying placement on the salary schedule for those specific teacher placed in the described positions. (Expenditure LCFF Base-a., b., c., Supplemental—c.). SDUHSD budgeted \$100,000 for release time to support teacher collaboration. The amount of release days needed for teacher collaboration was more than anticipated. (Action 1.B.2. and 1.B.3)

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

To address the continued achievement gap for English Learners, Socio-Economically Disadvantaged students, and Student with Disabilities, SDUHSD will increase the number of intervention sections in ELA and Math offered during the 19-20 school year. The budget for Intervention and supports has been increased to address the achievement gap for the targeted groups mentioned above (Goal 1, Action 1.B, expenditure c). The budget for Read 180 licenses and supports has been reduced since the anticipated cost after year one of implementation will be significantly less (Goal 1, Action 1.B, expenditure e).

# Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 2

All English Learner (EL) pupils will receive instruction and curriculum that includes designated and integrated English language development across all core content areas. Within five (5) years of instruction in SDUHSD, all English learner pupils will meet the criteria to be reclassified as Redesignated Fluent English Proficient (RFEP).

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 2: State Standards (Conditions of Learning)  
                              Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected

**Metric/Indicator**

PERCENTAGE OF EL STUDENTS ATTAINING THE ENGLISH PROFICIENCY LEVEL ON THE CELDT

**18-19**

CELDT will no longer be administered as it is being replaced by the ELPAC.

**Baseline**

2015-16 CELDT data: 40.1% of ELs pupils attained the English Proficient Level on the CELDT.

**Metric/Indicator**

PERCENTAGE OF EL STUDENTS ATTAINING THE ENGLISH PROFICIENCY LEVEL ON THE ELPAC SUMMATIVE.

**18-19**

MODIFIED: Increase the percentage of students who attain the English proficiency level

**Baseline**

Baseline will be established from 2017-18 summative results

Actual

The current statewide English Language Proficiency assessment is the English Language Proficiency Assessment for California (ELPAC) which was administered for the first time in the 2017-18 school year. The California English Language Development Test (CELDT) was phased out in the 2016-17 school year and replaced by the ELPAC. The ELPAC is aligned with the most current (2012) of the English Language Development Standards.

The ELPAC was administered for the first time in the spring of 2018. Baseline results show that district-wide 52% of students tested scored within the proficient range (level 4). ELPAC baseline results by level and by school are listed in Appendix E.

## Expected

**Metric/Indicator**

ENGLISH LEARNER PROGRESS TOWARDS LEARNING ENGLISH ON THE CELDT

**18-19**

CELDT will no longer be administered as it is being replaced by the ELPAC.

MODIFIED: Percentage of ELs who make progress towards learning English will be measured by ELPAC

**Baseline**

2015-16 English Learner Progress and Proficiency Report indicates that 75.6% of English Learner (EL) pupils made annual progress in learning English as measured by the CELDT

**Metric/Indicator**

ENGLISH LEARNER PROGRESS TOWARDS LEARNING ENGLISH ON THE ELPAC

**18-19**

MODIFIED: Establish baseline

**Baseline**

Baseline progress will be established from 2017-18 and 2018-19 summative ELPAC results

**Metric/Indicator**

PERCENTAGE OF ELS WHO ARE LONG TERM ENGLISH LANGUAGE LEARNERS (LTELs)

**18-19**

22% of English Learners are classified as LTEL

**Baseline**

2016-17: 28% (140/500) of English Learners are classified as LTEL

**Metric/Indicator**

PERCENTAGE OF STUDENTS WHO DEMONSTRATE GROWTH TOWARDS LEARNING ENGLISH AS MEASURED BY LAS LINKS ASSESSMENT RESULTS

**18-19**

3% increase in the percentage of students who demonstrate growth towards learning English as measured by an increase of at least one proficiency level from Fall 16' to Fall 17' or maintained a score of Proficient or Above Proficient on LAS Links assessment.

## Actual

The current statewide English Language Proficiency assessment is the English Language Proficiency Assessment for California (ELPAC) which was administered for the first time in the 2017-18 school year. The California English Language Development Test (CELDT) was phased out in the 2016-17 school year and replaced by the ELPAC. The ELPAC is aligned with the most current (2012) of the English Language Development Standards.

2018 ELPAC baseline performance results are reported above and will be used to measure growth in future years.

2018 ELPAC baseline performance results are reported above and will be used to measure growth in future years.

17-18 baseline results are summarized below.

460 students participated in the summative ELPAC administration

13% of students tested scored within Level 1- minimally developed

13% of students tested scored within Level 2- somewhat developed

22% of students tested scored within Level 3- moderately developed

52% of students tested scored within Level 4- well developed (Proficient)

18-19 EL data: 35% of English Learners are classified as LTEL. Although the percentage of ELs who are classified as LTELs is high, upon further investigation into this data we discovered that the majority of LTELs are middle school students. SDUHSD maintains its goal to reclassify ELs within 5 years of instruction in the district.

Fall 2017/2018 LAS Links results: 67% (176/264) of students tested in both Fall 17' and Fall 18' increased at least one proficiency level or maintained a score of Proficient or Above Proficient.

This represents a 27% increase from the previous year.

## Expected

### Baseline

Fall 2015/2016 LAS Links results:

55% (104/189) of students tested in both Fall 15' and Fall 16' increased at least one proficiency level or maintained a score of Proficient or Above Proficient

### Metric/Indicator

SBAC RESULTS FOR RFEP STUDENTS

#### 18-19

At all sites, the percentage of RFEP students scoring in the Standard Met to Standard Exceeded range on Smarter Balanced assessments in both Math and ELA will be similar to the results of English Only students.

### Baseline

16-17 SBAC results: Redesignated Fluent English Proficient (RFEP) students perform similarly to their English Only peers in ELA at 7 out of 9 sites, in math at 5 out of 9 sites. District -wide percentage of RFEP students who scored within the Standard Met to Standard Exceeded range is similar when compared to their English Only peers. ELA, RFEP=79%, English Only=80% Math, RFEP=69%, English Only= 72% See Appendix E, Table 2.1, for results by site

### Metric/Indicator

RECLASSIFICATION RATES

#### 18-19

Reclassification rate is 20% or Higher

### Metric/Indicator

TEACHER OF ENGLISH LEARNERS MISASSIGNMENT RATE

#### 18-19

0% teacher of English Learners mis-assignment rates as measured by total course sections.

### Baseline

2016-17 course audits: 0.2% teacher of English Learners mis-assignment rates as measured by total course sections

### Metric/Indicator

PERCENTAGE OF STUDENTS REDESIGNATED FLUENT ENGLISH PROFICIENT (RFEP) WITHIN 5 YEARS OF INSTRUCTION IN THE DISTRICT.

## Actual

District-wide SBAC results show that English Learner (EL) students who have been Redesignated as Fluent English Proficient (RFEP) are performing similar to their native English speaking peers on statewide assessments. ELA, RFEP=81%, English Only=82%  
Math, RFEP=72%, English Only= 72%

2018 SBAC results indicate the percentage of RFEP students scoring in the Standard Met to Standard Exceeded range on Smarter Balanced assessments is similar to the results of English Only (EO) students at 6 out of 9 sites in ELA and 5 out of 9 sites in Math.

See Appendix E, Table 2.1 for results by school for RFEP students.

18-19 reclassification rate using ELPAC scores among other criteria: 10.7% (56 students). The State administered a new language proficiency assessment during the 18-19 school year and released updated reclassification criteria. The ELPAC is a more rigorous assessment aligned to the 2012 ELD standards. As a result, SDUHSD demonstrated a reduction on the number of students reclassified.

0.2% teacher of English Learners mis-assignment rates as measured by total course sections

2018-19 Student Information System data: 70% of 12th grade students who initially enrolled as an EL in SDUHSD in 7th grade, met the criteria to be reclassified as Redesignated Fluent English Proficient (RFEP) within 5 years of instruction in the District.

Expected

**18-19**

75% of 12th grade students who initially enrolled as an EL in SDUHSD in 7th grade, met the criteria to be reclassified as Redesignated Fluent English Proficient (RFEP) within 5 years of instruction in the District.

**Baseline**

2016-17 Student Information System data:

61% of 12th grade students who initially enrolled as an EL in SDUHSD in 7th grade, met the criteria to be reclassified as Redesignated Fluent English Proficient (RFEP) within 5 years of instruction in the District.

**Metric/Indicator**

Parent Participation in EL Parent Workshops

**18-19**

1% increase in the number of parents attending EL parent workshops

**Baseline**

16-17 EL parent participation in EL parent workshops: 138 parents attended

Actual

336 parents from EUSD and SDUHSD attended over 6 parent workshops in the series. While we had around 60 fewer parents participating this year compared to last, we had 2 fewer workshops in 18-19.

**Actions / Services**

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

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Base Program 2.A.1 Continue to provide students with English Language Development (ELD) curriculum and instruction aligned with California State Standards.</p> <p>2.A.2. NEW: Continue to provide appropriately credentialed teachers who are knowledgeable of the ELD standards and effectively implement designated and integrated English language</p>	<p>Base Program 2.A.1. SDUHSD schools offer both designated an integrated English Language Development (ELD) programs for English Learners which include courses such as, ELD 1-4, Sheltered classes, ELD support, as well as the use of research based strategies to support ELs in their core content classes.</p>	<p>a. Purchase ELD curriculum consumables and supplemental supplies and material 4000-4999: Books And Supplies Lottery \$18,000.00</p> <p>b. MODIFIED: The district is reorganizing the ToSA roles for the 18-19 year. The EL ToSA responsibilities will be incorporated in the ToSA for Universal Design for Learning</p>	<p>a. Cost for ELD curriculum, consumables, Rosetta Stone licenses and supplemental materials 4000-4999: Books And Supplies Lottery \$23,014.00</p> <p>Expense moved in Action 1.A.</p>

development strategies in all core content classes.

2.A.3. MODIFIED: This action is the same as previous years but the naming mechanism was changed to reflect moving Title III funded actions to Goal 2, Action 2. D. (new) Continue to collaborate with feeder districts and implement an agreed upon system to support English Learners from Kindergarten through grade 12.

17-18 2.A.2, 2.A.5., 2.A.6. MODIFIED- Title III expenses support supplemental programs and therefore are more accurately reflected within the supplemental actions in Goal 2 Action 1.D. (new).

SDUHSD continued to implement the Inside and Edge curriculum for all middle and high school English Language Development (ELD) courses. Consumable instructional materials for Inside and Edge were also purchased to support ELD instruction and language acquisition skills. Supplemental materials such as Rosetta Stone licenses and Bilingual dictionaries were purchased to support EL students with their progress towards learning English.

Purchases:  
This year the district purchased 25 copies of a professional reference book for EL teachers: EL Excellence Every Day by Tonya Ward Singer. Other purchases include replacement and additional copies of materials we have purchased in the past such as English 3D teacher's edition.

Outside PD:  
The district ToSA for UDL and DI attended several professional development sessions this year with the goal of developing her own professional capacity and sharing resources from these sessions with SDUHSD teachers and administrators.

Base Program 2.A.2.  
A representative from National Geographic Learning provided PD on the EDGE & Inside materials to

(Goal 1. Action 1.A.2) role to provide coaching and support to schools on strategies to meet the unique needs of all students in the least restrictive environment

c.-e. MODIFIED: Title III expenses support supplemental programs and therefore are more accurately reflected within the supplemental expenditure in Goal 2 Action 2.D. (new).

c.-e. MODIFIED: Title III expenses support supplemental programs and therefore are more accurately reflected within the supplemental expenditure in Goal 2 Action 2.D. (new).

c.-e. MODIFIED: Title III expenses support supplemental programs and therefore are more accurately reflected within the supplemental expenditure in Goal 2 Action 2.D. (new).

Cost for teachers to attend California Bilingual Education (CABE) conference (registration and travel). 5000-5999: Services And Other Operating Expenditures Title III \$15,000.00

Expense moved in Action 2.D.

Expense moved in Action 2.D.

Expense moved in Action 2.D.

a. Cost for 13 teachers to attend the California Bilingual Education (CABE) conference (registration and travel) 5000-5999: Services And Other Operating Expenditures Title III \$14,255.00

6 teachers on 10/29/18 to support classroom implementation of this curriculum in ELD courses.

Five teachers attended a full day session led by the San Diego County Office of Education on Designated and Integrated ELD on April 4, 2019.

13 SDUHSD teachers attended the California Association for Bilingual Education (CABE) conference in March 2019. Those teachers disseminated their learning to their colleagues in various formats including PLC meetings, and debrief sessions scheduled by the district.

Base Program 2.A.3.  
SDUHSD continues to collaborate with our 5 feeder elementary districts to increase vertical alignment of our EL and RFEP monitoring systems as well as our reclassification criteria. During the 18-19 year, district EL team explored alternative options to improve our EL and RFEP student monitoring systems to better identify student's strengths and intervention needs. SDUHSD shared these resources with several feeder districts and will continue to collaborate on improving our partnerships to support our community of learners and families. SDUHSD partners with our feeder schools to host parent workshops on a variety of



topics. See Goal 2.A.6. for more details.

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Supplemental</p> <p>2.B.1. Continue to implement and refine a system to monitor progress of all EL students, including long term and reclassified.</p> <p>2.B.2. Provide bilingual staff to support EL students in core content courses.</p>	<p>Supplemental 2.B.1</p> <p>The San Dieguito Union High School District (SDUHSD) has processes in place to monitor the progress of all students. What follows is a description of our RFEP monitoring process, and how we plan as a district to improve it. While this change in RFEP monitoring began as our own internal initiative, the need for improvements to our process was underscored by our recent Federal Program Monitoring visit.</p> <p>Following multiple preliminary meetings throughout the spring and summer of 2018 and into the fall of 2018, to set up our Ellevation database, SDUHSD held a professional development session for EL Leads and administrators who oversee EL on October 30, 2018. This 6 hour PD session covered a variety of topics, including how to:</p> <ul style="list-style-type: none"> <li>-Identify important EL student information by utilizing the Student Profile and filters in the Student List.</li> <li>-Analyze student information through the</li> </ul>	<p>a. EL teacher leads release period. Cost for future FTE allocations will be determined yearly dependent on identified need 1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits Supplemental \$147,000.00</p> <p>b. cost for bilingual tutors/aides at target sites based on need 2000-2999: Classified Personnel Salaries Supplemental \$46,000.00</p>	<p>a. EL teacher leads release period @ 6 sites (1.335 FTE salary + benefits) 1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits Supplemental \$179,160.00</p> <p>b. Cost for bilingual tutors/aides at two sites based on need 2000-2999: Classified Personnel Salaries Supplemental \$27,000.00</p>

use of charts, grouping, and exporting data.

- -Review completed student meeting forms in Ellevation's meeting center
- -Ensure completion and review student monitoring forms in Ellevation's monitoring center
- -Share EL student information with other key stakeholders using reports in Ellevation.
- -Support classroom teachers in their use of the Ellevation teacher tools

Follow up meetings and internal communication continued into January of 2019. The Ellevation implementation timeline is as follows:

January 16, 2019: EL Lead meeting held. At this meeting EL Lead teachers and administrators shared how their sites would roll out Ellevation to their staff. Pursuant to these site report-outs, district office will deliver information on the use of Ellevation electronically to sites.

January 30-February 14: Site administrators overseeing EL will send emails to their staff alerting them to look for an email from

Ellevation asking them to activate their accounts.

Supplemental 2.B.2.

Over the last few years, SDUHSD has seen an increase in enrollment of students who are new to US schools and have limited or no English language proficiency. To better support these students, the district hired bilingual instructional aides at two distinct sites. The bilingual Instructional Aides assist core content teachers to provide bilingual instructional support, implement lesson plans, translate instructional materials, interpret information and/or modify materials. Additionally, the majority of the district EL Lead teachers are bilingual which allows these teachers to communicate information about student progress and reclassification criteria in the student's primary language for Spanish speaking students.

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Supplemental</p> <p>2.C.1. Continue to develop and expand (if applicable) courses that focus on basic English and academic literacy skills, acculturation to U.S. schooling and fundamental subject area knowledge to support English</p>	<p>Supplemental 2.C.1.</p> <p>A specialized program called the Newcomers Academy is offered at La Costa Canyon (LCC) High School to support English Learners who are new to US Schools and have been enrolled for 18 months or less. The students enrolled in</p>	<p>a. Newcomers Academy Program at one high school site (0.4 FTE) 1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits Supplemental \$44,000.00</p> <p>b. Bus passes for students to access the Newcomer's Academy</p>	<p>a. Cost of Newcomers Academy Program at one high school site (0.4 FTE, salary +benefits) 1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits Supplemental \$48,980.00</p> <p>b. Cost for bus passes for students to access the</p>

Learners who are new to the US (students who have lived in the US for 18 months or less).

2.C.2. Provide transportation support for EL students to access specialized programs outside of their boundary school.

this program are provided more targeted English language development support and are monitored by the site EL Lead to track their basic English and literacy skills.

Targeted supports provided include:

- sheltered classes
- frequent meeting with site EL lead throughout the year,
- accessibility to Spanish speaking counselor,
- extended time on assignments,
- copies of notes,
- monitoring for understanding,
- graphic organizers,
- access to dictionaries for translations,
- support classes, and
- students are placed into a cohort so they may take many of their classes together.

There are currently 45+ students participating in the Newcomers Program. Student progress is monitored using data from LAS Links results, classroom grades, ELPAC results, EDGE placement and unit tests, and classroom assessments.

Supplemental 2.C.2.

A comprehensive review of student attendance data and feedback

5000-5999: Services And Other Operating Expenditures Supplemental \$10,000.00

Newcomer's Academy throughout the school year 5000-5999: Services And Other Operating Expenditures Supplemental \$13,350.00

from stakeholders revealed that transportation was a barrier for students to access the Newcomers Academy at LCC and attend school regularly. To address this need, the district provided bus passes for 40+ students to help increase their attendance.

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Supplemental 2.D.1. Continue to provide coaching and professional development on strategies to support the needs of Long Term English Learners (LTEL) to increase English language acquisition and student learning outcomes.</p> <p>2.D.2. Continue to utilize results from LAS Links assessments to appropriately place English Learners into courses that support language acquisition as well as identify necessary interventions and support classes.</p> <p>2.D.3. Continue to provide parent workshops for families of English Learners to increase parent engagement district-wide.</p>	<p>Supplemental- Title III, 2.D.1.</p> <p>SDUHSD serves approximately 510 English Learners and roughly 35% of district ELs are long term English learners (LTELs) which means they have been in US Schools for more than 6 years and not met the criteria to be reclassified as Fluent English Proficient. SDUHSD maintains rigorous reclassification criteria which follows state guidelines to insure EL students are successful once they are redesignated and exited from EL services.</p> <p>All professional development that was intended to support English Learners this year would also be appropriate for long-term English learners, in particular sessions on Universal Design for Learning (4/15, 4/30) since that framework aims to help teachers remove barriers to learning for all learners, including LTELs. 13 teachers attended the CAFE conference in</p>	<p>a. Cost of LAS Links Assessment program for administration and scoring 4000-4999: Books And Supplies Title III \$26,000.00</p> <p>b. Cost to offer parent workshops 1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits Title III \$5,000.00</p> <p>c. Supplemental instructional materials, licenses for ST Math intervention program 5000-5999: Services And Other Operating Expenditures Title III \$4,200.00</p>	<p>a. Cost of LAS Links Assessment program for administration and scoring 4000-4999: Books And Supplies Title III \$21,435.00</p> <p>b. Cost to offer parent workshops 1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits Title III \$1,500</p> <p>c. Cost of Supplemental instructional materials, licenses for ST Math intervention program 5000-5999: Services And Other Operating Expenditures Title III \$5,050.00</p>

March 2019, and many attended sessions designed to support LTELS and are sharing the skills and strategies they learned with colleagues.

Supplemental- Title III, 2.D.2.

LAS Links is administered twice a year, once in the fall to all EL students and again in the spring to EL students who did not score within the proficient range. The EL department uses the results to measure growth and identify interventions and supports as needed. EL Leads work in collaboration with site counselors to make course recommendations based on a comprehensive student data review including attendance records, grades, assessment scores and graduation status (HS only). The LAS Links Assessment results are utilized as an additional indicator of student language proficiency when making course recommendations as the assessment is administered twice a year allowing teachers to assess annual growth in language proficiency for each student.

Supplemental- Title III, 2.D.3.

SDUHSD partners with our feeder schools to host parent workshops on a variety of topics. This year, these sessions covered a wide variety of topics under the umbrella theme of “Parents learning to be better parents”. Sessions included:

- The Power of Education (January 10, 2019)
- Toxic Parents/Toxic Kids (January 17, 2019)
- The truth about drugs: Vaping (January 24, 2019)
- Mental Health: Homosexuality, Divorce, Depression and

Anxiety (January 31, 2019)

- Dangers of the Internet: Grooming, sexting, pornography

(February 7, 2019)

- Graduation (February 21, 2019)

Additionally, SDUHSD provides timely information to our English Learner families at our regular ELAC meetings. Topics included:

- The role of the ELAC committee and the importance of

getting involved

- The importance of school attendance
- State testing
- The impact of technology on students' happiness
- Choosing a high school in our district of choice
- School/life balance

## Analysis

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

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

The actions and services described above were implemented with fidelity in the 18-19 school year. The district will continue to provide and expand (as needed) these programs and services to support EL and RFEP students. Particularly effective was the support provided to students and core content teachers by the EL Lead teachers. Teachers reported through district focus groups that they felt the EL Lead position was one of the most effective supports to help core content teachers implement language development strategies in the classroom. District LCAP stakeholder survey results show that 65% of respondents agree that ELs receive the resources they need to succeed in academic classes. In addition, 70% of parents with an English Learner reported that the district provides adequate opportunities for parent education and the workshops offered helped them feel prepared to support their student both academically and emotionally.

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

The programs, services and supports provided for EL students continues to prove to be effective in helping English Learners make progress towards learning English and meeting the criteria to become Redesignated Fluent English Proficient (RFEP). Fall 2018 CA School Dashboard reports that 87.7% of SDUHSD English Learners are making progress as measured by progress on the state English Language Proficiency assessment and students who met the reclassification criteria. SDUHSD maintains a rigorous reclassification criterion to ensure academic success for these students once they are redesignated. The effectiveness of this practice is evident in the 2018 SBAC scores of district RFEP students. Percentage of RFEP students who scored within the Standard Met to Standard Exceeded range is similar when compared to their English Only peers. ELA, RFEP=81%, English Only=82% Math, RFEP=72%, English Only= 72%. Although the majority of parents and staff agree that SDUHSD provides effective supports and services for ELs, the district continues to see declining outcomes for ELs in academic achievement in ELA, higher suspension rates and lower graduation rates as reported on the CA School Dashboard.

Multi-year analysis of SBAC scores in ELA and math show that the percentage of SDUHSD ELs who are meeting or exceeding standards is higher than state and county averages. However, year over year, the percentage of students scoring in the standard met to exceeded range is slightly declining for EL students in ELA. In Math, the CA School board shows English Learners within the green performance level with an increase of 12.6 points during the Fall 2018 report.



Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Anticipated expenditures for certificated salaries were different than expected due to the varying placement on the salary schedule for the English Learner Leads (Goal 2.B.1, a). SDUHSD collaborated with one of our feeder districts to host a series of parent workshops within the community. As a result of this collaboration, SDUHSD only incurred half of the cost for the 6 weeks workshop. (expenditure 2.D.3, b).

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

SDUHSD recognizes the need to continue to improve the supports and services provided to increase outcomes for English Learners. To address the continued achievement gap for English Learners, SDUHSD will increase the number of intervention sections in ELA and Math offered during the 19-20 school year. In particular, one middle school is experiencing an increase in newcomer students coming from Guatemala. To support these students, an additional intervention section was provided to the middle school. In addition, the number of EL Leads in the district will increase from six to eight next school year, to continue to support core content teachers in differentiating instruction and to better monitor English Learners across most district schools. The budget for the EL Leads has been increased to address the achievement gap for the targeted groups mentioned above (Goal 2, Action 2.B.1, expenditure a)

# Annual Update

## LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

### Goal 3

All district graduates will be college and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 7: Course Access (Conditions of Learning)

Local Priorities:

### Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**

AP EXAM PASS RATES

**18-19**

1% increase in AP exam pass rate.

**Baseline**

SDUHSD's 2016 College Board Advanced Placement exam results reflect an 82.8% average AP exam pass rate.

SDUHSD's 2017 College Board Advanced Placement exam results reflect an 82.3% average AP exam pass rate. This is consistent with the prior year's results.

**Metric/Indicator**

AP PARTICIPATION RATE

**18-19**

Increase in the number of test takers and maintain a proportionate number of test taken

**Baseline**

2017 AP exam data:  
 3,177 test takers  
 7,734 tests taken  
 average of 2.4 tests per student

2018 AP exam data:

3,264 test takers  
 8,069 tests taken average of 2.5 tests per student.

SDUHSD had a small increase in the number of AP test takers (+81) and increased its average to 2.5 tests taken per student

Expected

Actual

**Metric/Indicator**

UC/CSU ELIGIBILITY RATES

**18-19**

Broad course of study

17-18 UC/CSU eligibility rates: All students group= 78% English Learners = 6%

Socio-economically disadvantaged students=49

**Baseline**

15-16 UC/CSU eligibility rates: All students group= 73.4% English Learners = 0.0%

Socio-economically disadvantaged students=45.1%

UC/CSU ELIGIBILITY RATES

Broad course of study

17-18 UC/CSU eligibility rates:

All students group= 80.3% (+2.6% from prior year) English Learners = 29% (+ 24.8% from prior year)

Socio-economically disadvantaged students=57% (-2.4% from prior year)

Students with Disabilities= 39% (+5.3% from prior year)

For UC/CSU eligibility rates by site and student group, see Appendix E, Table 3.2

**Metric/Indicator**

COHORT GRADUATION RATES

**18-19**

17-18 Cohort High School graduation rates:

All students group= 96.5% English Learners = 81%

Socio-economically disadvantaged students=86%

Special Education= 85%

**Baseline**

15-16 Cohort High School graduation rates:

All students group= 95.5% English Learners = 79%

Socio-economically disadvantaged students=83.7%

Special Education= 82.7%

COHORT GRADUATION RATES

17-18 Cohort High School graduation rates:

All students group= 96.2% (+2.2% from prior year)

English Learners = 82.3% (+9.8% from prior year)

Socio-economically disadvantaged students= 89.5% (+7.6% from prior year)

Special Education= 85% (+4.8% from prior year)

For graduation rates by site and student group, see Appendix E, Table 3.3

**Metric/Indicator**

EAP DATA, MATH

EAP results from the 17-18 SBAC Math

53% "College Ready" (+4% from prior year)

Expected

**18-19**  
 1% reduction in the percentage of students scoring in the “Not Ready” range

**Baseline**  
 EAP results from the 15-16 SBAC Math

37% “College Ready”

26% “Conditionally Ready”

37% “Not Ready”

**Metric/Indicator**  
 EAP DATA, ELA

**18-19**  
 2% reduction in the percentage of students scoring in the “Not Ready” range

**Baseline**  
 EAP results from the 1516 SBAC ELA

49% “College Ready”

32% “Conditionally Ready”

20% “Not Ready”

**Metric/Indicator**  
 CTE COURSE ENROLLMENT

BROAD COURSE OF STUDY FOR UNDUPLICATED STUDENTS AND STUDENTS WITH EXCEPTIONAL NEEDS

**18-19**  
 3% increase in CTE course enrollment

**Baseline**  
 15-16 CDE Enrollment in Courses Taught by Subject Report

Number of CTE courses taught= 164

Total CTE Course enrollment= 4,299

Actual

28% “Conditionally Ready”  
 19% “Not Ready” (-1% from prior year)

EAP results from the 17-18 SBAC ELA  
 41% “College Ready” (+6% from prior year)  
 25% “Conditionally Ready”  
 34% “Not Ready” (-3% from prior year)

17-18 CDE Enrollment in Courses Taught by Subject Report Number of CTE courses taught= 186  
 Total CTE Course enrollment= 4986  
 3% increase in CTE enrollment was not met for 17-18.

## Expected

**Metric/Indicator**

GENDER DISPROPORTIONALITY IN TARGET CTE COURSES

**18-19**

Increase gender equity in targeted CTE courses and pathways

**Baseline**

15-16 Percentage of female enrollment: Building and Construction Trades= 11% Education, Child Development, and Family Services= 84% Engineering and Architecture= 19% Information and Communication Technologies=27% Transportation= 7% Manufacturing and Product Development=31%

**Metric/Indicator**

AP COURSE ENROLLMENT

**18-19**

Student enrollment in honors and Advanced Placement (AP) courses will reflect the demographics of the district, focus on socio-economically disadvantaged students.

**Baseline**

16-17 course enrollment data:

64% of SDUHSD students are enrolled in at least one AP or Honors course.

3.4% of those students are Low Income (8.5% of district enrollment is socio-economically disadvantaged students)

**Metric/Indicator**

PERCENT OF STUDENTS WHO MEET THE "PREPARED" LEVEL IN THE COLLEGE/CAREER INDICATOR

**18-19**

Fall 2017 CA School Dashboard results:

66% Prepared

**Baseline**

Spring 2017 CA School Dashboard results:

Prepared= 61.9%

Approaching Prepared= 24.4%

Not Prepared= 13.7%

## Actual

17-18 Percentage of female enrollment by industry sector: Building and Construction Trades= 18.3% (+4.3% from prior year)  
Education, Child Development, and Family Services= 96% (+2% from prior year)  
Engineering and Architecture= 21.8% (+3.8% from prior year)  
Information and Communication Technologies= 20.5% Transportation= 8.2% (+3% from prior year)  
Manufacturing and Product Development= 36% (+1% from prior year)

18-19 course enrollment data: 66% of SDUHSD students are enrolled in at least one AP or Honors course.  
7% of those students are Low Income (12% of district enrollment is socioeconomically disadvantaged students)  
1% of AP enrollment are English Learners  
21% of EL population is enrolled in AP Honors (+5% from prior year).

Fall 2018 CA School Dashboard results College and Career Indicator:  
Prepared= 78.6% (+4.7% from prior year)  
Approaching Prepared= 10.8%  
Not Prepared= 10.6%

For CCI results by site and student group, see Appendix E, Table 3.5

Expected

Actual

### Actions / Services

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

#### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Base Program</p> <p>3.A.1. Continue to provide a broad course of study for all students.</p> <p>3.A.2. MODIFIED: Based on stakeholder input and a review of multi-year course enrollment data, the district will continue to monitor the demographics of AP and Honors course enrollment at all sites but as 64% of SDUHSD students continue to participate in advanced coursework, we are removing action 3.A.2. from the 18-19 and 19-20 LCAP.</p> <p>3.A.3. Continue to provide training to support Advanced Placement teachers in differentiated instructional strategies.</p> <p>3.A.4. Continue to work with CTE teachers to develop A-G aligned courses descriptions and course articulations with local community colleges as well as course curriculum aligned to ELA and Math California Content Standards.</p>	<p>Base Program 3.A.1.</p> <p>Students are provided opportunities in a wide range of courses, beginning in our feeder elementary schools, continued as they transition to our middle schools and maintained through high school, in computer sciences, science, technology, engineering, art, mathematics, and Career Technical Education that give our students a broad range of experiences. All students are provided a course of study to include English, Social Science, Math, Science, Physical Education, CTE, Visual/Performing Arts, Practical Arts and diverse electives. The process for making course recommendations to students and families is based on open access. All district course descriptions and progressions are posted on school websites and all students receive blank course selection contracts to make individual course requests. Prerequisite coursework, levels or</p>	<p>a. Release time and registration costs for AP teachers to attend professional development workshops and professional conferences. Base \$10,000.00</p> <p>MODIFIED: b., c., and f.: Carl D Perkins expenses support supplemental programs and therefore are more accurately reflected within the supplemental actions. (Goal 3 Action 3.C., new)</p> <p>MODIFIED: b., c., and f.: Carl D Perkins expenses support supplemental programs and therefore are more accurately reflected within the supplemental actions. (Goal 3 Action 3.C., new)</p> <p>d. MODIFIED: Project Lead the Way Program was funded through Carl D. Perkins grant for 3 years to get the program started. Cost for PLTW will be reflected in LCFF base program</p>	<p>a. Release time and registration costs for AP teachers to attend professional development workshops and professional conferences. 1000-1999, 3000-3999: Certificated Personnel Salaries and Benefits LCFF \$3,147.00</p> <p>Moved to Action 3.C.</p> <p>Moved to Action 3.C.</p> <p>Moved to Goal 1, Action 1.A.</p>

MODIFIED: Carl D Perkins expenses support supplemental programs and therefore are more accurately reflected within the supplemental actions. Therefore, Actions 3.A.5 and 3.A.6. as well as expenditures 3.A. b., c., and f. have been developed into a new action/service box (Goal 3 Action 3.D., new).

3.A.7. Continue to provide opportunities for all students to meet A-G requirements to be eligible for college using college and career planning programs and activities as well as implement interventions courses to support underrepresented students in A-G completion.

3.A.8. Provide training for counselors on how to implement district college and career planning toolkit with students in grades 7-12.

skills are available via the posted course profiles and course descriptions and students select coursework from all grade- level course offerings. Leveled courses are offered which include opportunities for remediation, college preparatory, honors and IB/Advanced Placement. All students have access to all levels of coursework throughout their school. Additional specialized programs include CSU/UC a-g course opportunities in CTE and other electives, Honors, Advanced Placement, Conservatory, QUEST at campuses. LCC participates in International Baccalaureate diploma program and TP has AP Capstone program.

Base Program 3.A.3.

Advanced Placement Training for teachers Over the summer of 2018, 8 Advanced Placement (AP) teachers attended the AP By The Sea Conference, a 4-day Summer Institute at the University of San Diego that covers updated College Board curriculum and best practices including successful instructional strategies and management of the course in order to support all learning styles.

Topics that are often covered in Summer Institute sessions include:

- AP courses: goals, objectives, content, resources,

moving forward. Project Lead the Way Program Cost is reflected in base program in Goal 1. Action 1.A, expenditure a.

e. ToSA (0.6 FTE) will continue to work with CTE teachers to develop A-G aligned CTE course descriptions as well as promote and communicate with stakeholders regarding new and existing CTE pathways. 1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits CTE Incentive Grant \$70,000

MODIFIED: b., c., and f.: Carl D Perkins expenses support supplemental programs and therefore are more accurately reflected within the supplemental actions. (Goal 3 Action 3.C., new) Base

MODIFIED: b., c., and f.: Carl D Perkins expenses support supplemental programs and therefore are more accurately reflected within the supplemental actions. (Goal 3 Action 3.C., new)

g. AVID training and contract costs 5000-5999: Services And Other Operating Expenditures Base \$38,000.00

e. CTE ToSA cost to work with CTE teachers to develop A-G aligned CTE course descriptions as well as promote and communicate with stakeholders regarding new and existing CTE pathways (0.4 FTE). 1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits CTE Incentive Grant \$57,900.00

Moved to Action 3.C.

Moved to Action 3.C.

g. AVID training and contract costs 5000-5999: Services And Other Operating Expenditures LCFF \$41,204.00

bibliographies, and equipment

- The AP Examination: how it is developed and graded
- Syllabi, lesson plans, and assignments
- How to refresh and improve existing AP courses
- Recent changes in AP Course Descriptions
- Strategies for teaching students at beginning or intermediate levels
- Vertical teaming

In order to meet the needs and changes with the AP program, Educational Services created a district-wide survey to capture all teachers who are not only currently teaching AP course, but those that might be the following year. In addition, this survey also indicates when the last time a teacher attended training. Moving forward, SDUHSD will be able to identify and notify teachers in advance to ensure we are providing teachers with the training and updates needed to improve instruction.

All Professional Development activities conducted in Goal 1 Action 1.A.1 also included AP and Honors teachers.

Base Program 3.A.4.

The CTE ToSA and CTE Counselor led pathway specific



professional development meetings during Spring of the 18-19 school year. Based on the FPM review in the fall of 2018, Course Outlines needed to be revised to include non-traditional leadership evidence and class assignments that directly align with their respective pathway standards. When surveyed from the Spring In-Service, 60% of the teachers requested PD to make FPM updates.

CTE Counselor has an ongoing working partnership with the Community College Career Education Pathways Coordinator to review current articulation agreements and facilitate the establishment of new agreements. In an effort to create a collaborative environment for high school CTE teachers and Community College faculty members, Mira Costa College hosted an early college credit conference in January 2019. This meeting allowed for teachers and faculty members to engage in conversations in a collaborative environment with the intention to develop new articulation agreements that allow high school students the opportunity to learn career related skills and earn college credit while in high school. From this event, 3 new articulation agreements were submitted and currently pending approval. These proposed agreements include: Digital Art and Design, Advanced

Digital Art and Design and Architectural Design.

Base Program 3.A.7.

All counselors use reports from the student information system and individual and group meetings to conference with students in below-grade level courses in middle school and high school. Middle school students were also provided information about their current math course and related math course pathways to meet a-g math requirements before graduation.

High school students were provided information regarding their current status in meeting graduation and a-g requirements as well as offered opportunities for remediation to fulfill a-g requirements including referral to district alternative setting, Independent Study Online, summer school, concurrent off campus and community college courses, or acceptance via validation or examination. To date, counselors have held 11,181 meetings with students to discuss high school graduation requirements and course planning.

Three out of four high schools utilize AVID as one way to support underrepresented college-bound students in SDUHSD. AVID tutors often act as peer mentors to these students in all schools throughout

the district beyond just the AVID classroom setting.

See Goal 1 Action C for additional information related to AVID tutor support and costs.

Base Program 3.A.8.

In 2017-18, the SDUHSD embarked on a process to develop a College and Career Scope and Sequence. Also during this time, the district focused its efforts on building out the district website to include more resources in the area of college and career. This information was shared with our SDUHSD counselor group at an in-service on August 23, 2018 and then with stakeholders via Principal's Coffees, newsletters and other community events. Implementation has taken place in each grade level throughout the school year so far and collaboration has occurred in the monthly head counselor meetings.

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Supplemental 3.B.1. Counselors and site administrators will continue to review data regarding EL/low SES students UC/CSU eligibility to identify gaps in course offerings and recommend support courses as appropriate	Supplemental 3.B.1. Summer Remediation Programs: SDUHSD offers intensive summer programs that allow students in targeted subgroups the opportunity for credit recovery and bridging to grade level Math courses as well as providing varying levels of	a. Summer remediation programs 1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits Supplemental \$35,000.00	a. Cost of Summer remediation programs  Title III \$3,975.00 1000-1999, 3000- 3999: Certificated Personnel Salaries

3.B.2. Continue to implement courses in College Readiness and AVID and expand the use of college readiness/AVID strategies in all classes as appropriate.

English language development instruction to increase opportunities for ELs to advance into A-G aligned courses. SDUHSD will continue to find ways to expand summer Math courses to allow students the opportunity to bridge from below grade level to grade level math courses and/or remediate Integrated Math 1 and Integrated Math 2 courses.

Course Planning:  
Counselors and teachers also use data and activities at least yearly to develop 4 and 6 year plans with students who are enrolled in below grade levels courses or who are not on track to meet A-G or graduation requirements. Every grading period, counselors review the list of students who are earning D or F grades or who are in below grade level courses and work with these students to recommend tutoring, remediation and interventions as needed. To date, counselors have held 658 student meetings to provide course selection guidance as well as to discuss and develop 4/6 year plans to meet a- g requirements. All counselors complete ongoing transcript/credit audits to track graduation status and to offer remediation opportunities.

During the 2018-19 school year, district counselors held 2,335 student meetings with English Learners, socio-economically disadvantaged students and

b. District funded sections to sites for College Readiness/AVID courses. Cost for future FTE allocations will be determined yearly dependent on identified need 1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits Supplemental \$182,600.00

c. NEW: CTE counselor will provide additional support to districts counselors on data driven master scheduling, alternative options for at-risk students to complete high school graduation requirements as well as promoting and communicating with stakeholders regarding new and existing CTE pathways. 1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits Supplemental \$70,000

and Benefits Supplemental \$44,337.00

b. Cost of District funded sections to sites for College Readiness/AVID courses (1.4 FTE). 1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits Supplemental \$176,400.00

Cost for CTE counselor (Same as 3.A.e above) 1000-1999, 3000-3999: Certificated Personnel Salaries and Benefits Supplemental

students with disabilities to discuss course planning, high school graduation requirements and college readiness.

Supplemental 3.B.2.  
Advancement Via Individual Determination (AVID) and College Readiness courses provide academic support as well as focused skill development in the areas of critical thinking, literacy and math. Additionally, AVID courses offer instruction targeted toward developing executive functioning skills such as, organizational skills and time management.

Each year, SDUHSD teachers and counselors attend the AVID Summer Institute which prepares staff to implement AVID strategies across core content classes. During the 2018-19 Summer AVID Institute, 20 staff members attended including AVID elective teachers, site core content teachers, and counselors. In the last two years, 40+ staff members have been trained on AVID strategies which can be implemented in all core content courses.

The middle school College Readiness course is aimed at helping students in the academic “middle” be successful in the most rigorous curriculum possible, and to prepare them for success in a college environment after

graduation. This course develops organizational and study skills in order to prepare students for high school and college; Supports students in core subject areas through collaboration with peers and tutors; Provides enrichment and motivational activities that make college attainable for all students and Provides 21st century learning opportunities to promote digital literacy, communication skills, and collaboration.

To identify students for participation in AVID, the student information system is queried for incoming students, parent education level (to identify students who may be first to go to college), test scores and grade point average and include a referral form is included in the 6th grade teacher packet. The middle schools and 3 AVID high school programs recruit students by meeting with them individually and in groups and inviting students to information meetings during course selection.

AVID is an academic elective course that prepares students for college readiness and success. It is scheduled during the regular school day as a year-long course. Each week, students receive targeted instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study

groups, strengthen metacognitive development, analytical reading and writing, communication skills, and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic growth. Students will increase awareness of their personal contributions to their learning, as well as their involvement in their school and community. Students will prepare for and participate in college entrance and placement exams, while refining study skills and test-taking, note-taking, and research techniques.

AVID course enrollment district-wide increased by 12.94% in 2018-19.

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Supplemental</p> <p>3.C.1. Provide opportunities for first generation college bound students to participate in college preparation activities.</p> <p>3.C.2. Provide professional development for counselors and teachers on best practices to support unduplicated students' matriculation to higher education</p>	<p>Supplemental- college block grant program 3.C.1.</p> <p>The four comprehensive high schools host hundreds of individual college and program representative visits in their College &amp; Career Centers throughout the school year. In addition, through the AVID program and some CTE courses, students have the ability to attend</p>	<p>a. Cost for AP exam fee waivers for low income students to participate in AP exams. 5000-5999: Services And Other Operating Expenditures College Block Grant \$20,000.00</p> <p>b. Transportation and supervision costs for students/families to attend college visits and college fair. 5000-5999: Services And</p>	<p>a. Cost for AP exam fee waivers for low income students to participate in AP exams. 5000-5999: Services And Other Operating Expenditures College Block Grant \$20,000.00</p> <p>b. Transportation and supervision costs for students/families to attend college visits and college fair. 5000-5999: Services And</p>

field trips to several southern California colleges. SDUHSD provides innovative teaching and modern learning to all of our students to ensure that they are ready for both college and a career after graduation. Students are provided opportunities in a wide range of courses, beginning in our feeder elementary schools, continued as they transition to our middle schools and maintained through high school, in computer sciences, science, technology, engineering, art, mathematics, and Career Technical Education that give students a broad range of experiences. The district offers transportation to the Fair for groups such as English language learners, socio-economically disadvantaged students, foster and homeless youth and first generation college bound students. SDUHSD holds an annual College Night & Fair to provide access for all students to learn more about the admissions process, investigate specific colleges and careers, and network with college representatives. This event was created in an effort to support students in finding the right fit for their post-high school education goals. Understanding that students have different needs, plans and goals, this event provides a central location, day and time for our students to investigate and make well informed decisions related to their college and career plans.

Other Operating Expenditures  
College Block Grant \$10,000.00

c. Registration costs and travel expense (if needed) for counselors to attend professional development 5000-5999:  
Services And Other Operating Expenditures College Block Grant \$3,900.00

Other Operating Expenditures  
College Block Grant \$400.00

c. Registration costs and travel expense (if needed) for counselors to attend professional development 5000-5999:  
Services And Other Operating Expenditures College Block Grant \$1,016.00



Students from each of our 5 high school campuses learn about 2-year, 4-year, and technical post high school and college opportunities. The district promotes this opportunity through the AVID classes, as well as in our English Language Learner specific classes and uses a College Block Grant to provide transportation to this event for our targeted subgroups (low SES, parent education level lower than high school diploma, English Language learners, AVID and Special Education students). In addition to the college fair, students and families are given an opportunity to attend three college admission-related information sessions. In these sessions, college representatives speak on various topics including Funding Your College Education/Financial Aid Resources, Career Exploration, Services for Students with Disabilities and a panel. All correspondence to advertise and communicate about the event is provided in Spanish and English. For EL Spanish families, there is a Spanish-speaking resource booth at College Night. Approximately 4,000 parents/students attended the last event with over 200 colleges/universities and 17 community business partners represented

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.D.1. Continue to provide training and professional development for counselors and teachers to increase gender groups who are enrolled in CTE courses and pathways that lead to employment in nontraditional fields as well as train teachers on the model CTE curriculum standards.</p> <p>3.D.2 Continue to offer and expand CTE course pathways aligned to the growing industry sectors in the state and San Diego county.</p>	<p>Supplemental- federal program</p> <p>3.D.1</p> <p>Professional Development - SDUHSD supports CTE teachers to participate externships and professional development throughout the school year. The following is a record of teacher participation for the 2018-2019 school year.</p> <ul style="list-style-type: none"> <li>• 10/2018 Sony Teacher Externship</li> <li>• 10/2018 Community College Articulation PD</li> <li>• 11/28/2018 Behind the Scenes ICT</li> <li>• 1/11/2019 Mira Costa Early College Credit Articulation Meeting</li> <li>• 2/2019 Universal Design for Learning</li> <li>• 4/26/2019 WBL Summit</li> <li>• 1/29/19: Teacher January In-service</li> </ul> <p>Post In-service survey results indicate that 100% of CTE teachers strongly agree or somewhat agree that they have a clear understanding of how they need to adjust their course outlines and how they should run their advisory meetings. 85.7% of CTE teachers have strongly agree or somewhat agree that they have a</p>	<p>a. Release time for CTE teachers to collaborate with local business leaders in their field 5000-5999: Services And Other Operating Expenditures Carl D. Perkins Career and Technical Education \$2,500.00</p> <p>b. Cost for modernizing equipment 4000-4999: Books And Supplies Carl D. Perkins Career and Technical Education \$75,000.00</p> <p>c. Release time for teachers to attend professional development c. 4000-4999: Books And Supplies 1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits Base \$2,500.00</p> <p>c. Release time for teachers to attend professional development c. 4000-4999: Books And Supplies 1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits Carl D. Perkins Career and Technical Education \$2,000.00</p>	<p>a. Release time for CTE teachers to collaborate with local business leaders in their field 5000-5999: Services And Other Operating Expenditures Carl D. Perkins Career and Technical Education \$1,250.00</p> <p>b. Cost for modernizing equipment 4000-4999: Books And Supplies Carl D. Perkins Career and Technical Education \$101,000.00</p>

better understanding around how money is allocated across the CTE department. 78.6% of CTE teachers strongly agree or somewhat agree that they found CTE counseling information presented in the in-service to be helpful.

Supplemental- federal program

3.D.2.

Pathway Planning by Site - CTE Counselor and Director of Accountability and Special Programs met with all high school site Principals and Head Counselors in December 2018/ January 2019 to plan site specific pathways for 19-20 school year. These meetings included conversations about how to expand pathways to include new courses and restructure existing pathways to allow for more student participation and business partnerships.

Currently SDUHSD has been in collaboration with San Diego Strong Workforce Partnership, Gladeo and Thrively to continue to expand community awareness around SDUHSD CTE pathways.

CTE Advisory Showcase-

The CTE team hosted an Advisory Showcase on April 24, 2019 to share with industry advisors, parents, district admin and parent

board members the burgeoning pathway programs at all sites. The goal is to use the showcase as an opportunity to expand our industry connections and parent support for programs.

Priority Sectors:

In 19-20 the following pathways will continue to be offered and expanded at SDUHSD school sites and aligned with the priority sectors in San Diego County:

- Business Management - Business and Entrepreneurship Sector
- Food Service & Hospitality Pathway - Specialty food and brews.,
- Machining & Forming Technology Pathway - Advanced Manufacturing Sector.
- Software and Systems Development Pathway - ICT and Digital Media Sector.
- Systems Diagnostics, Service and Repair - Advanced Transportation and Logistics.

In the Fall 2018 CTE teacher survey, 75% respondents reported that they have an industry partner that they are currently working with. A primary goal of the 2018-2019 school year has been to increase the number of teachers who have a working relationship

with an industry partner. Currently, in the spring of 2019, this number has grown to 85% of CTE teachers have an industry partner.

## Analysis

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

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

The actions and services described above were implemented with fidelity in the 18-19 school year. Especially effective was our focus over the last few years on growing CTE programs and pathways across the district. As a result, CTE enrollment continues to grow and we expect to see this trend to continue in future years. Female enrollment in non-traditional fields continues to increase in most of the non-traditional CTE pathways. Additionally, counselors have been working to develop a scope and sequence of college and career readiness activities for students at each grade level. CTE counselor worked with teachers and counselors to develop a program of study that will be implemented during the 19-20 school year.

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

The actions and services implemented at all district sites continue to prove to be effective in supporting SDUHSD students in preparing for college and careers after graduation. The District reports consistently high graduation rates (97 %+ ) over the last 4 years. Our Academy high schools have demonstrated an over 99% cohort graduation rate for the last 3 years. 2018 SBAC results showed an increase in the graduation rate for English Learners. In the LCAP Stakeholder Survey, 71% of respondents reported that they agree that SDUHSD teaches students college and career readiness skills. Additionally, 73% of respondents reported that they agree that SDUHSD provides programs, activities and courses to support students' development of college and career readiness skills. Additionally, sixteen CTE programs of study templates have been developed and shared with CTE teachers and counselors. Schools will use these templates to support students when registering in CTE pathway courses. Providing school sites with AVID sections to increase enrollment of unduplicated students in AVID 1 courses has been particularly effective as well, AVID course enrollment district-wide increased by 12.94% during the 2018-19 school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Anticipated expenditures for certificated salaries were different than expected due to the varying placement on the salary schedule and the higher cost of benefits for those specific teachers placed in the described positions (expenditure 3.A.4, 3.A.6.). The anticipated expenditures for the 8 teachers that attended the AP training during the summer of 2018 was significantly less than what was budgeted (3. A.3). SDUHSD provided transportation to and from the SDUHSD College Night at the Del Mar Fairgrounds. \$10,000 was budgeted to help families access this opportunity. There were significantly less students and families who required transportation support this year reducing the number of busses needed (expenditure for 3.C.1). A part-time CTE counselor provided additional support to districts counselors on data driven master scheduling, alternative options for at-risk students to complete high school graduation requirements as well as promoting and communicating with stakeholders regarding new and existing CTE pathways (Goal 3.Action 3.B., new). There was a significant increase in the expenses to modernize CTE classroom equipment (Goal 3, Action 3.D.2, b).

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

None

# Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 4

Increase the level of "school connectedness" and "sense of safety" of pupils, staff and parents.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                               Priority 5: Pupil Engagement (Engagement)  
                               Priority 6: School Climate (Engagement)

Local Priorities:

## Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**

ANNUAL CLIMATE SURVEY- SENSE OF SAFETY

**18-19**

increase in the percentage of students, parents and staff who feel SDUHSD schools are safe

**Baseline**

16-17 LCAP Stakeholder Survey results: percentage of students (77%), parents (88%), teachers (94%), administrators (100%) and other staff members (96%) that report that they feel SDUHSD schools are safe.

LCAP Stakeholder Survey results: percentage of students (74%), parents, (81%), teachers (87%), administrators (100%) and other staff members (79%) report that they feel SDUHSD schools are safe. Across all stakeholder groups, there was an increase in the percentage of respondents who report that SDUHSD schools are safe.

**Metric/Indicator**

PARENT PARTICIPATION IN PTSA/FOUNDATION

**18-19**

1% increase in the number of PTSA/Foundation members, volunteers and donors

**Baseline**

2016-17 PTSA/Foundation members, volunteers and donors:

Parent participation in PTSA/Foundation was similar to previous year for all sites. See table 4.1 in appendix E for PTSA/Foundation member participation.

## Expected

Middle Schools- 1,275  
High Schools- 2,532

### **Metric/Indicator**

PARTICIPATION IN ANNUAL CLIMATE SURVEY

#### **18-19**

Increase in number of parents and students completing the district annual stakeholder survey that reflects the demographics of the district to gather input.

#### **Baseline**

SDUHSD collected 4,432 responses to the annual stakeholder survey.  
Parents, 2,640  
MS Students, 1,256  
HS Students, 172

### **Metric/Indicator**

PROMOTION OF PARENT PARTICIPATION FOR ALL PARENTS INCLUDING PARENTS OF UNDUPLICATED STUDENTS AND STUDENTS WITH EXCEPTIONAL NEEDS

#### **18-19**

Increase in the number of communication attempts with families to promote parent participation in meetings, workshops, activities and input measures (i.e. surveys) via email, phone calls and text messages as well as providing information in multiple languages.

#### **Baseline**

The 2016-17 LCAP Stakeholder survey revealed the top forms that stakeholders prefer to receive communication is email (88%), text messages (31%), phone calls (26%) and district/school websites (47%). In the 16-17 school year, SDUHSD and sites sent out a total of 833 outreach messages via email and/ phone calls through Blackboard Connect. Additionally, phone calls were made to EL families by a native speaker of their home language to promote attendance at parent workshop as well as DELAC/ELAC meetings.

### **Metric/Indicator**

FIT- CLEAN AND SAFE FACILITIES

#### **18-19**

All schools will maintain clean and safe facilities as measured by an overall score of at least "Good" or better on the FIT.

#### **Baseline**

## Actual

SDUHSD collected 4,458 (+769 from prior year) responses to the annual stakeholder survey.

Parents, 1,762 (decreased)

MS Students, 1883 (significant increase)

HS Students, 345 (increased)

SDUHSD experienced a significant increase in middle school participation in the 18-19 LCAP stakeholder input. HS student participation increased as well but not in the same rate as MS students. As a result, the overall participation numbers also increased for the 18-19 survey.

SDUHSD uses Edulink to communicate with staff, parents and students via email and/ phone calls both from the district and the site related to a variety of information and involvement topics as well as emergencies as needed. Additionally, phone calls were made to EL families by a native speaker of their home language to promote attendance at parent workshop as well as DELAC/ELAC meetings.

All Messages:

Email: 113,578

Phone: 87,605

Spanish Messages:

Email: 8,083

Phone: 4,794

Williams' Certification presented to and approved by the SDUHSD Board quarterly on 7/26/18, 11/01/18, 1/17/19, 5/9/19 each indicates that 100% of SDUHSD maintained an overall score of at least "Good" or better on the Facilities Inspection Tool.



## Expected

Williams' Certification presented to and approved by the SDUHSD Board quarterly indicates that 100% of SDUHSD maintained an overall score of at least "Good" or better on the Facilities Inspection Tool

### Metric/Indicator

AVERAGE DAILY ATTENDANCE

#### 18-19

Increase district-wide attendance rate by 1% over previous year with focus on high school rates.

#### Baseline

ADA for 16-17:

SDUHSD= 97.0%

Canyon Crest Academy= 97.6%

San Dieguito Academy= 98.1%

Torrey Pines HS= 96.4%

La Costa Canyon HS= 97.8%

Sunset Continuation HS= 76.5%

### Metric/Indicator

CHRONIC ABSENTEEISM RATE

#### 18-19

Growth target will be determined from 2017-18 baseline.

#### Baseline

Baseline will be established in 17-18 from CA School Dashboard Chronic Absenteeism results

### Metric/Indicator

TRUANCY RATE

#### 18-19

3% decrease in truancy rate from the previous year

#### Baseline

2014-15 CDE Truancy

Report: SDUHSD= 55.5%

## Actual

ADA for 18-19: SDUHSD = ADA at P2 (March) reporting period was 12,601 (97%)

La Costa Canyon HS = 97.5%

Canyon Crest = 98.2%

Torrey Pines = 96.6%

San Dieguito = 97.5%

Sunset = 69%

Chronic absenteeism for students in grades 7-12: All student= 8.6%

English Learners= 15.3%

Socio-economically disadvantaged students= 15.5% Special

Education=15.4%

The CA School Dashboard reports chronic absenteeism rates for students in grades K-8. The rate reflected on the district's Dashboard is reflective of attendance data for students in grades 7 and 8.

CA School Dashboard 2018 release: All students= 5.7%

English Learners= 8.1%

Socio-economically disadvantaged students= 11% Special Education= 9.5%

For chronic absenteeism rates by site and student group, see Appendix E, Table 4.3

CDE's public Truancy Rate reports are not available yet for the 16-17 school year as of the date of this report.

Expected

middle school average= 33.29%  
high school average= 64.99%

**Metric/Indicator**

MIDDLE SCHOOL DROPOUT RATE

**18-19**

Maintain 0% middle school dropout rate

**Baseline**

15-16 middle school dropout rate= 0%

**Metric/Indicator**

HIGH SCHOOL DROPOUT RATE

**18-19**

Decrease cohort high school dropout rate from the previous year by 0.5% for all students and target student groups

**Baseline**

15-16 high school dropout rates: all students group= 2.6%  
EL student group= 14.5%  
Socio-economically disadvantaged student group=11.5%  
Special Education student group= 4.2%

**Metric/Indicator**

SUSPENSION RATE

**18-19**

MODIFIED to include Students with Disabilities: decrease in suspension rates for all students focus on ELs, Socio-economically disadvantaged students and students with disabilities.

**Baseline**

2014-15 CDE Suspension Rate report:  
In the 14-15 year, SDUHSD suspended a total of 178 students with a suspension rate of 1.4%.  
English Learners= 6.5%  
Socio-economically disadvantaged students= 3.7%

**Metric/Indicator**

EXPULSION RATE

**18-19**

0% expulsion rate

Actual

17-18 middle school dropout rate is 0%

17-18 high school dropout rates: All students= 2.2% (-0.4%)  
EL students= 12.4% (-2.6%)  
Socio-economically disadvantaged students= 7.6% (-3%)  
Special Education students= 5.8% (+0.6%)

To view dropout rates by site and student group, see Appendix E, Table 4.5

17-18 suspension rates:  
All students= 2.0% (-0.8%)  
EL students= 3.8% (+0.2%)  
Socio-economically disadvantaged students= 4.1% (-1.4%)  
Special Education students= 6.2% (-0.5%)

To view suspension rates by site and student group, see Appendix E, Table 4.8

2017-18 CDE Expulsion Rate report: In 17-18, SDUHSD expelled a total of 9 students with an expulsion rate of 0.7%. This represents a significant reduction when compared to the previous year.

To view multi-year expulsion rates, see Appendix E, Table 4.6

Expected

Actual

**Baseline**

2014-15 CDE Expulsion Rate report:  
In 14-15, SDUHSD expelled a total of 8 students with an expulsion rate of 0.1%.

**Actions / Services**

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

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Base Program</p> <p>4.A.1. Continue to develop and implement action plans to support students' and parents' sense of connectedness to school as well as increasing their sense of safety.</p> <p>4.A.2. Continue to find ways to communicate with stakeholders to support students' success.</p> <p>4.A.3. Continue to provide parent training sessions on a variety of parent involvement topics</p> <p>4.A.4. Continue to provide resources and training for teachers and staff to monitor academic progress, behavioral data, and attendance rates.</p> <p>4.A.5. Continue to develop strategies and systems to address student discipline and suspensions</p>	<p>Base Program 4.A.1. The CHKS survey data is used by site principals to identify site specific areas of needs. District staff works with site principals to identify resources and supports to address their specific school site needs.</p> <p>A focus area for the district for the 2018-19 school year, was to revamp the district website and teams in the area of student support services. In addition, more resources were provided in the area of student support and wellness and suicide prevention. Further, we formed a district-level advisory group on Safety and Wellness Advisory, which is comprised of school site administrators, counselors, district staff, and a parent representative from each site. At these meetings, district and site wellness initiatives are discussed and parent feedback</p>	<p>a. Blackboard Connect program cost 5000-5999: Services And Other Operating Expenditures Base \$21,500.00</p> <p>b. District donation for SDUHSD College Night at Del Mar Fairgrounds for facilities rental 5000-5999: Services And Other Operating Expenditures Base \$10,000.00</p> <p>c. Cost for parent trainings and workshops 5000-5999: Services And Other Operating Expenditures Base \$3,000.00</p> <p>d. Cost of implementing Restorative Justice program at each school site including training. 5000-5999: Services And Other Operating Expenditures Base \$7,000.00</p>	<p>a. InTouch program to communicate with staff, students and families 5000-5999: Services And Other Operating Expenditures LCFF \$12,800.00</p> <p>b. District donation for SDUHSD College Night at Del Mar Fairgrounds for facilities rental 5000-5999: Services And Other Operating Expenditures LCFF \$10,000.00</p> <p>c. Cost for parent trainings and workshops 5000-5999: Services And Other Operating Expenditures LCFF \$0</p> <p>d. Cost of implementing Restorative Justice program at each school site including training. 5000-5999: Services And Other Operating Expenditures LCFF \$3,584.00</p>

at school sites with a focus on Restorative Justice.

4.A.6. Each school site will continue to identify needs and develop an action plan based on survey data from families and staff to address school connectedness and safety concerns.

4.A.7. NEW: Evaluate and improve our continuum of Multi-Tiered Systems of Support for academic, behavior and social-emotional instruction at all district sites. Provide the necessary training and support to staff to implement improvements as needed.

is received to take into consideration on large scale projects. Site level teams are currently being formed with the same purpose.

California Assembly Bill 2022 requires schools to notify pupils and parents or guardians of pupils of how to initiate access to available pupil mental health services on campus or in the community. We notify families through our electronic messaging system, to please visit their child's school website for information about where to find parent and student resources and services on campus, and to view how to access pupil mental health services at that school along with sharing a community-based resource guide. All student ID cards included site, local and national resources like the crisis text line, national suicide prevention line and local school administrators and counselor contact. A public presentation to the school board informed parents and the broader community on the district integrated supports including community, counselors, school social workers and school psychologists.

School site principals are responsible for communicating site specific events and do so via their website and messaging system.

e. MODIFIED: The contract with Hanover research is being paid out of supplemental funding as Hanover has focused their work with SDUHSD on improving the programs and services provided for ELs as well as the continuum of MTSS provided at all sites. 5000-5999: Services And Other Operating Expenditures Base

f. MODIFIED: SDUHSD is shifting the model we have historically used to administer the CHKS. As a result, the necessary budget to support survey administration has been reduced. Cost to administer California Healthy Kids Survey (18-19) 5000-5999: Services And Other Operating Expenditures Base \$15,000

Moved to action 4.B.

f. Cost to administer California Healthy Kids Survey. 5000-5999: Services And Other Operating Expenditures LCFF \$4,700.00

TUPE grant funds were allotted to each school site to implement plans aimed at student wellness. These events included students making signage, posters or other materials for district schools to post on campus to communicate the harms of vaping and e-cigarette use, and the purchase of professional pamphlets and enclosures in the school newspapers. They also hosted anti-drug speakers and assemblies, presentations to discuss healthy coping strategies and not engaging in harmful activities, specific Anti- Vaping Presentations and Parent Forums, including topics like Drug Trends and Social Media Awareness and Wellness week activities. These funds also supported teachers and administrators to trainings including topics such as brain research on wellness and current health education topics and the National School Safety Conference and Brief Intervention Training. Grade 7 and 9 general physical education classes received instruction in tobacco and e-cigarette prevention.

#### Base Program 4.A.2.

A focus area for the district for the 2018-19 school year, was to revamp the district website in the area of student support services, to include resources in the area of suicide prevention and student support and wellness. In addition, the district runs an advisory group,

Safety and Wellness Advisory Group, which is comprised of school site administrators, counselors, district staff, and a parent representative from each site. At these meetings, district and site wellness initiatives are discussed and parent feedback is received to take into consideration on large scale projects. This group meets quarterly throughout the year.

California Assembly Bill 2022 requires schools to notify pupils and parents or guardians of pupils of how to initiate access to available pupil mental health services on campus or in the community. We notify families through our electronic messaging system, to please visit your child's school website for information about where to find parent and student resources and services on campus, and to view how to access pupil mental health services at that school.

School site principals are responsible for communicating site specific events and do so via their website and messaging system. In addition, many school sites use social media to advertise and promote school sponsored events.

Base Program 4.A.3.  
SDUHSD provides parent education and involvement opportunities throughout each year based on stakeholder feedback

and student outcomes measures. The district partners with community organizations and our feeder districts to sponsor various parent education opportunities including our English Learner Parent Workshop series (for more information see Goal 2, Action 2.D.3).

In the November of 2018, the SDUHSD hosted Stan Collins at Canyon Crest Academy and La Costa Canyon High School who spoke on the topic of suicide prevention. This event was attended by approximately 250 parents at each site. In addition to the speaker, the district also hosted a resource fair for families, and invited a number of community agencies who provide mental health support.

SDUHSD hosts a college and career night each year in the spring. In 2019, we hosted over 2500 students and parents to the event, as well as over 250 colleges, universities, and career preparation programs. This event is held in a central location and the district provides transportation if needed so that all students have access to the event. During this event, students have the opportunity to learn about various college and career options and have a conversation with the respective representatives. In addition, we provide parent workshops, which includes the

following topics; College Admissions for students with disabilities, Post-Secondary Options with Career in Mind, Parent Perspective on College Application Process, and the Insiders View to College Admissions.

The event is advertised in a variety of ways. First, a team of counselors create a poster which is posted at each school site in a variety of locations. Messages are then sent electronically to our community, as a “Save the Date” directly from our school principals. Information is also posted to our site and district website.

In addition to district sponsored parent education and involvement events, all district schools offer site based parent events. Each site consults with their community as well as conducts a review of multiple student outcome measures to identify relevant topics for parent information and education opportunities. Please review Appendix A, Figure 1.0 to review a list of sample stakeholder events at various district sites.

Base Program 4.A.4.  
Administrators meet regularly to discuss topics such as student discipline, student attendance, and academic progress. Principal and Assistant Principal meetings are held monthly. These meetings are led by district personnel or by



individuals from outside the district who provide training in specific area. Topics have included suspensions, expulsions, attendance reporting and tracking, SARB, academic achievement, special education, 504's, and wellness.

In addition, school sites monitor academic progress through an assortment of tools and support. Certificated staff keeps updated gradebooks for students to reference online as well as electronically communicate with students, guardians and parents, as academic growth and success is a collaborative process. In addition, certificated staff utilizes subject specific assessments, shared within the each department, to measure academic growth.

Through the PLC process, SDUHSD continues to value collaboration to ensure students are engaged, inspired and prepared.

Base Program 4.A.5.

MTSS:

During the 2018-19 school year, SDUHSD received the Scale Up Multi-Tiered Systems of Support (SUMS) grant to identify two schools within the district to implement a multi-tiered intervention support system to address academic, behavior, or social-emotional support. Diegueno Middle School and

Torrey Pines High School, along with district support staff attended five training sessions throughout the course of the year. During these training modules site teams learned about MTSS, and best practices for implementation. Site teams also went through a self-discovery process with their teams, utilizing a questionnaire about current site interventions and site data, to identify specific site needs. Based on this information about their specific school site, each team identified specific focus areas to begin the implementation of an MTSS framework.

The goal for 19-20, will be to continue to work with these site teams on their interventions modules, as well as to bring in the remaining 8 schools within the district to begin a similar process of site reflection and the coordination of a site MTSS plan.

During the 2018-19 school year, the district brought together a group of counselors, psychologists, and social workers, to develop a social-emotional framework to support students. Through this framework, the district intends to collaborate with staff on implementation steps.

District staff presented to the Board of Education in December of 2018 on social emotional supports within the district.  
Restorative Practices

In an ongoing effort to promote the use of Restorative Practices at each of our schools, our district has offered extensive training to staff members at each site. Over the past four years, numerous staff members have received training on Restorative Practices from the San Diego County Office of Education (SDCOE) and from in-house leadership. This year alone, 24 staff members from the district including administrators, teachers, and counselors have participated in a training offered by the SDCOE.

Additionally, each administrator in the district was presented with a review of Restorative Practices at an in-service prior to start of the current school year. Over the past four years, approximately 150 staff members from across the district have received training on Restorative Practices.

One of the goals of implementing Restorative Practices district-wide has been to build relationships with students to minimize inappropriate behavior that would result in suspensions and expulsions. Total suspensions district-wide decreased from 669 to 204 from the 2008-2009 school year through the 2014-2015 school year. Moreover, expulsions district-wide decreased from 20 to 8 over the same time period. However, recent data shows that the total number of suspensions and expulsions increased from 2014-15 to 2016-

17. In the 2014- 2015 school year there were 219 total suspensions but that total increased to 465 in 2016-2017. However, the total number of suspensions in 2017-18 decreased from 2016-17 to 349 total suspensions in 2017-18. In the 2014- 2015 school year there were 8 total expulsions but that total increased to 17 in 2016-2017.

During the 2017-18 school year the total number of expulsions decreased to 9.

Our district is committed to the ongoing promotion and use of Restorative Practices and to providing additional training opportunities in the future to staff members interested in learning how to implement Restorative Practices.

Recovery Education Alcohol Drug Instruction (READI):

The READI Program is a suspension alternative program, facilitated by the district Addiction Counselor that provides students and families an opportunity to receive education and social-emotional support, shifting from suspension driven to teaching based interventions.

Base Program 4.A.6.

Base Program 4.A.7.

During the 2018-19 school year, the SDUHSD received the Scale Up Multi-Tiered Systems of

Support (SUMS) grant to identify two schools within the district to implement a multi-tiered intervention support system to address academic, behavior, or social-emotional support. Diegueno Middle School and Torrey Pines High School, along with district support staff attended five training sessions throughout the course of the year. During these training modules site teams learned about MTSS, and best practices for implementation. Site teams also went through a self-discovery process with their teams, utilizing a questionnaire about current site interventions and site data, to identify specific site needs. Based on this information about their specific school site, each team identified specific focus areas to begin the implementation of an MTSS framework.

The goal for 19-20, will be to continue to work with these site teams on their interventions modules, as well as to bring in the remaining 8 schools within the district to begin a similar process of site reflection and the coordination of a site MTSS plan.

During the 2018-19 school year, the district brought together a group of counselors, psychologists, and social workers, to develop a social-emotional framework to support students. Through this framework, the

district intends to collaborate with staff on implementation steps.

District staff presented to the Board of Education in December of 2018 on social emotional supports within the district.

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Supplemental</p> <p>4.B.1. Continue to implement and expand programs, activities, supports and courses that promote student wellness at each school site.</p>	<p>Supplemental 4.B.1.</p> <p>SDUHSD offers a variety of wellness activities with areas of focus identified through site climate surveys, attendance, discipline and referrals, and school advisory teams. Each site has developed a Safety and Wellness Team. Specifically, these teams are comprised of students, parents, and staff. These teams discuss safety and wellness on sites; get feedback on initiatives that a school site is planning and to leverage the committee to plan activities on their site, as well as to communicate out to the community about specific wellness information. The district also offers a continuum of social emotional supports at each comprehensive school site. The range and focus of each support is specific to student need, as well as data provided</p>	<p>a. District Social Workers (4.0 FTE) to support student wellness at all district sites, with focus on high schools MODIFIED to reflect actual cost 1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits Supplemental \$480,000.00</p> <p>b. Having A Voice (HAV) program- cost for teachers to facilitate the program over the summer 1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits Supplemental \$32,000.00</p> <p>c. MODIFIED: Contract with Hanover for research and evaluation services The contract with Hanover research is being paid out of supplemental funding as Hanover has focused their work with SDUHSD on improving</p>	<p>a. Cost of District Social Workers (4.0 FTE salary + benefits) to support student wellness at all district sites, with focus on high schools 1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits Supplemental \$503,168.00</p> <p>b. Having A Voice (HAV) program- cost for teachers to facilitate the program. 1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits Supplemental \$31,600.00</p> <p>c. One year cost of Contract with Hanover for research and evaluation services 5000-5999: Services And Other Operating Expenditures Supplemental \$46,350.00</p>

through attendance, discipline, and survey (example, CHKS). District staff made a presentation to the SDUHSD Board of Education in December 2018 and the information on the continuum of services provided can be found within that presentation.

the programs and services provided for ELs as well as the continuum of MTSS provided at all sites. Supplemental \$41,000.00

## Analysis

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

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

The actions and services described above were implemented with fidelity in the 18-19 school year. SDUHSD will continue to provide and expand these programs and services to support all students in the areas of wellness, social-emotional health and connectedness at school. Especially effective was the School Social Worker support. SSWs provided assistance to students who qualified for but were not enrolled in the Free and Reduced Meal (FRM) Program. This resulted in more students accessing the FRM program. The implementation of the TUPE curriculum was also especially effective in increasing student's perceived harm associated with using alcohol, tobacco and marijuana.

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

Improving student attendance has been a priority focus area for the last few years. The district improved their attendance procedures as well as the protocol for the SART/SARB process. High school counselors continue to collaborate with Mira Costa Community College to support students who will not meet graduation requirements before the end of their 12th grade year to support their transition to the Adult Education program. The majority of stakeholders including students (74%), parents (81%), teachers (87%), and other staff members (79%) report feeling like SDUHSD schools are safe and welcoming. Additionally, throughout this school year, the San Dieguito Union High School District undertook a comprehensive, coordinated effort to improve safety and reduce violence at schools. We believe this must involve a community-wide strategy involving parents, schools, districts, and elected officials to take meaningful action to enhance services to students, support physical, mental, and emotional health, and prevent violence at schools. SDUHSD Board of Trustees adopted a resolution to support student safety and prevent school violence in March 2018. This resolution was adopted by a majority vote and sent to state and federal elected officials. District leadership is working with leadership from neighboring districts to build a common approach throughout the county in how we address and discuss these issues as we work to improve school climate, student connectedness, and physical safety for all students. The district will continue to offer workshops for families and gather input from parents on topics for parent education as well as ways to increase attendance at parent workshops. District and site leadership will work with site teams to continue to expand site wellness programs, improve our Multi-Tiered Systems of Support (MTSS), and explore additional evidence based strategies to promote a positive school climate and student

connectedness. SDUHSD participated in the California Scale-Up MTSS Statewide (SUMS) initiative through a grant 3-year grant award beginning in the 18-19 school year. Through participation in this initiative, SDUHSD teams will work to develop, align, and improve academic, behavioral, and social-emotional resources, programs, supports, and services utilizing a coherent MTSS framework that engages all systems leading to improved student outcomes.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Anticipated expenditures for certificated salaries (School Social Workers) were different than expected due to the varying placement on the salary schedule and the higher cost of benefits for those specific individuals placed in the described positions (expenditure 4.B.1.a). Parent trainings were held at all the district schools based on their unique needs. The cost for these trainings was paid out of the site budgets requiring no additional expenses from the district (Action 4.A.3).

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

The budget for the School Social Workers has been increased to account for salary increases (Goal 4, Action 4.B.1, expenditure a)



# Stakeholder Engagement

LCAP Year: 2019-20

## Involvement Process for LCAP and Annual Update

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

### I. Stakeholder Feedback

SDUHSD used multiple sources to inform, educate, solicit, engage and gather input from all of our stakeholders. Stakeholder groups included parents, community partners, students and staff. A timeline of activities was set to guide and pace the LCAP development process. Meetings were held in the mornings, evenings and on weekends to allow for availability and participation. Between July 2018 and June 2019, SDUHSD consulted with stakeholder groups to gather feedback related to the goals and actions in the 2018-19 LCAP as well as focus areas for the 2019-2020 LCAP and other related areas.

The district's efforts include ongoing meetings with staff from all sites and departments focused on the areas of need identified from stakeholder feedback. Additional outreach was conducted through the SDUHSD LCAP survey, District Board meetings, Superintendent site meetings, Site parent meetings, DELAC/ELAC meetings, School Site Council meetings, Parent Curriculum Advisory Committee meetings as well as various other stakeholder meetings listed below.

### II. Information/Input Sources:

Student Summit- 12/19/18, 3/20/19

Parent Curriculum Advisory Committee (PCAC)- 10/10/18, 12/5/18, 02/06/19, 05/16/19

English Learner (EL) Parent workshops- 01/10/19, 01/17/19, 01/24/19, 01/31/19, 02/07/19, 02/21/19

Superintendent Site meetings with parent Site Representative Council- ongoing

Board of Education Meetings- 07/26/18, 08/16/18, 09/13/18, 10/11/18, 11/01/18, 12/13/18, 01/17/19, 02/07/19, 03/07/19, 04/04/19, 05/09/19, 06/16/19, 06/20/19

District English Learner Advisory Committee (DELAC and ELAC): ELAC: 9/26/18, 10/23/18, 1/30/19, 3/26/19, 4/30/19 DELAC: 10/6/18, 11/15/18, 01/22/19, 05/09/19

Cabinet- bi-weekly district leadership team meeting (including classified staff)

Coordinating Council- 11/14/18, 1/16/19, 02/20/19, 03/20/19, 05/15/19

District English Learner Department meetings- 09/13/18, 1/16/19, 3/5/19, 5/15/19

Special Education Strategic Plan Parent Advisory: 10/22/18, 12/10/18, 3/4/19, 5/20/19

Special Education Community Advisory Committee: 10/4/18

Safety and Wellness committee meetings: 09/17/18, 11/29/18, 02/11/19, 05/16/19

School Social-Emotional committee meetings: ongoing

Foster and Homeless Youth support meetings (School Social Workers)- ongoing  
District Head Counselors meetings- monthly  
Principal and Assistant Principal meetings- monthly  
District Achievement meetings- monthly  
SDFA Employee Association meetings- ongoing School Site Council meetings- ongoing

In addition to face to face meetings, the district website provides information related to LCFF funding and LCAP development.  
<http://www.sduhsd.net/About-SDUHSD/Department-Listing/Educational-Services/LCAP-Local-Control-and-Accountability-Plan/index.html>

The district also used data gathered from the district-wide San Dieguito UHSD annual LCAP stakeholder survey, California Healthy Kids Survey, and the California School Dashboard. The annual stakeholder survey was shared through the district website and emailed to all students, staff, parents and community stakeholders to solicit feedback related to the goals and eight state priorities highlighted in the San Dieguito Union High School District Local Control and Accountability Plan. The survey produced over 4,458 responses from students, parents, staff and community members.

LCAP survey participation data 40% parents and/or guardians 2% community members  
50% students  
11% staff members  
5% identified as EL students and/or families  
66% identified as participating in Advanced Placement and/or Honors courses

The district used the input and suggestions from stakeholder groups to develop and revise the 2019-2020 SDUHSD Local Control and Accountability Plan.

### III. Other data collected

SDUHSD used the following quantitative data for the goal setting process: Graduation rate, UC/CSU eligibility data, dropout rate, teacher mis-assignment rates, instructional materials data, facility inspection data, CAASPP results, English Learner Progress data, English Learner reclassification rate, Long Term English Learner rate, course enrollment data, Advanced Placement (AP) data including enrollment and exam passage rates, suspension and expulsion data, attendance data and stakeholder survey data as well as other local student performance data. A draft of the SDUHSD 2019-2020 LCAP was presented for feedback and approved by the Parent Curriculum Advisory Committee (PCAC) on 05/16/19, SDUHSD Coordinating Council on 05/15/19 and the District English Learner Advisory Committee (DELAC) on 05/9/19. Permissible within the CA Education Code, the SDUHSD District English Learner Advisory Committee (DELAC) is serving in place of the English Learner Parent Advisory Committee (ELPAC).

# Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

## I. Stakeholder Feedback

After many community meetings as well as collection of online survey data, the district has confirmed the common recurring themes from previous years, which are listed below.

Themes include:

- a. Increase student achievement and improve supports and services for student who are struggling academically and socially.
- b. Increase college and career readiness for all students
- c. Continue to expand and promote Career Technical Education programs and pathways
- d. Improve supports and academic achievement for English Learners
- e. Promote and maintain a positive school culture and sense of safety for all students
- f. High quality teachers and improved professional development for teachers in target areas such as Integrated and Designated ELD and Universal Design for Learning
- g. Increased opportunities for parents of English Learners to attend district and school site events and activities

These themes are reflected in the goals, action/services and investments of the district. As a result of ongoing parent and staff feedback, SDUHSD's Superintendent and District Administrators continued their attendance at site meetings and public forums throughout the year to increase communication with SDUHSD families and the community.

## II. Information/Input Sources:

Based on feedback gathered during parent meetings and response data from the LCAP survey, parents, students, and staff expressed interest in continuing and expanding opportunities to promote student wellness to include enhanced education opportunities for parents and students on social-emotional learning and competencies.

Based on a comprehensive review of survey data, local student information system data, and feedback gathered at stakeholder meetings, focus areas for 2019-2020 will include; continuing to expand Career Technical Education coursework and pathways for all students, increasing support for general education students in the area of mental health, continuing to focus on implementing Restorative Practices and alternative methods for discipline, continued focus on professional development (classified and certificated) and professional learning, as well as revising and enhancing our Multi-Tiered Systems of Support (MTSS) in the areas of academics, behavior, and social-emotional learning.

Highlights of stakeholder feedback from the LCAP survey results are listed below:

#### District Curriculum and Instruction:

- -Continue to improve systems that identify and provide for students in need of academic and social-emotional intervention. Responses indicate that SDUHSD has made progress in this area but still suggest room for additional improvements
- -Focus on increasing parental involvement in school activities. Most respondents say that SDUHSD schools are welcoming to parents and the district communicates effectively with parents, but slightly fewer agree that parents are encouraged to participate in school activities.
- -Work with school admin and certificated staff to improve the quality, availability, and topics of professional development provided by schools and the district.

#### District Schools and Communications:

- -Most respondents agree that SDUHSD schools are welcoming to students and parents.
- -Some respondents have concerns about the school's not having systems in place to identify students in need of social-emotional intervention.

#### Staffing and Professional Development:

- -Staff members are less likely to agree that their school or SDUHSD provides them with meaningful professional development and the appropriate time for collaboration.
- -Most stakeholders agree that SDUHSD recruits highly-qualified staff members and uses and appropriately balanced assessment system.

### FUTURE LCAP PRIORITIES

Respondents identified Student Achievement, Conditions of Learning, Course Access and School Climate as the LCAP priorities that have the greatest need.

After reviewing stakeholder feedback and quantitative data, the district identified priority focus areas (listed below) to develop goals, actions and services for the 2018-2020 LCAP.

#### 1. Increase student achievement (Goal 1)

2. Improve supports and services for ELs, with focus on targeted supports for students who are new to US Schools (Goal 2)
3. Increase college and career readiness and CTE course options (Goal 3)
4. Promote a positive school culture and safe school environment with a focus on improving our continuum of multi-tiered systems of behavior, academic and social-emotional supports (Goal 4)
5. Increase parental involvement in school activities and methods of communication (Goal 2, Goal 4)

The priorities identified above are included in the district's budget and investments for foster youth, English Learners, and low income students as identified on subsequent pages of this document. The LCFF investment priorities reflect the feedback received from stakeholders and student data, and are tied to the academic data and needs of our students. The following best practices were recommended by community stakeholders and incorporated into the goals and actions of the SDUHSD 2019-2020 LCAP:

- a. Increase communication with and training for parents and other stakeholder groups (Goal 2. Action 2.B., Goal 4, Action 4.A)
- b. Implementation of the principles of Universal Design for Learning (UDL) for all subject areas including Professional Development support for teachers in this area (Goal 1. Action 1.A, 1.B)
- c. Increase the reclassification rate of English Learners (Goal 2. Action 2.B, Action 2.C)
- d. Effective teacher support and evaluation (Goal 1. Action 1.A)
- e. Availability of instructional materials and adequate facilities (Goal 1, Goal 2, Goal 4)
- f. Course access, particularly Career Technical Education pathways (Goal 3)
- g. Increase academic support opportunities (Goal 1, Goal 2)
- h. Increase school to home communication (Goal 4)
- i. Effective multi-tiered system of support with focus on social-emotional supports for students (Goal 4)

Staff feedback gathered through site and district level meetings and professional development workshops highlighted the need to continue and expand professional development opportunities, and to increase opportunities for teacher collaboration. The district will continue its efforts to support teachers with professional development regarding the implementation of the California State Standards, California English Language Development Standards and the Next Generation Science Standards. The district is committed to

supporting teachers' use of formative assessment and the Professional Learning Community process to support the use of data to inform instruction.

A public hearing was held by the SDUHSD Board of Trustees on June 6, 2019 to allow for public input on the proposed plan. SDUHSD Board of Trustees will adopt the 2019-2020 LCAP and 2019- 2020 budget on June 20, 2019.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

## Goal 1

Annual increase in student achievement for all students in English Language Arts and Math with focus on accelerating student learning outcomes for students performing below grade level.

### State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                           Priority 2: State Standards (Conditions of Learning)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 7: Course Access (Conditions of Learning)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

Based on stakeholder feedback, CA School Dashboard results on the Academic Indicator as well as internal review of SBAC results, D/F data, course enrollment data and teachers/administrators feedback, indicate the need to continue to provide focused actions and services to increase student achievement and close the performance gaps for targeted student groups. English Learners, Socio-economically Disadvantaged students and Students with Disabilities demonstrate lower academic achievement when compared to their peers as evidenced by multiyear SBAC results in ELA and math.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
a. Percentage of students who scored in the	a. 2016 SBAC results: 80% of SDUHSD students tested scored in the Standard Met to Standard Exceeded	a. 2017 results: 3% increase in ELA, 2% in math	a. 2018 results: 3% increase in ELA, 2% in math	a. 2019 results: 3% increase in ELA, 2% in math

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Standard Met to Standard Exceeded range on SBAC	ranges in ELA, 71% in math			
b. California Science Test (CAST) scores	b. Baseline will be established from the 2018-19 California Science Test (CAST) results for 8th and 11th grade students.	b. N/A (CAST field test)	b. Establish baseline	b. Growth target will be determined from 2018-19 baseline
c. State Standards aligned materials	c. 2016-17 Sufficiency of Instructional Materials Report: On 9/01/2016 the SDUHSD Board determined the district has sufficient instructional materials aligned to standards for all pupils in Math, ELA, ELD, History-Social Science, Health and Foreign Languages.	c. 2017-18 Sufficiency of Instructional Materials Report approved by the Board will determine the district has sufficient instructional materials aligned to standards for all pupils in Math, ELA, ELS, History-Social Science, Health and Foreign Languages.	c.. 2018-19 Sufficiency of Instructional Materials Report approved by the Board will determine the district has sufficient instructional materials aligned to standards for all pupils in Math, ELA, ELS, History-Social Science, Health and Foreign Languages.	c. 2019-20 Sufficiency of Instructional Materials Report approved by the Board will determine the district has sufficient instructional materials aligned to standards for all pupils in Math, ELA, ELS, History-Social Science, Health and Foreign Languages.
d. Appropriately credentialed teachers	d. 2016-17 course audits: 99.0% of all teachers are appropriately credentialed and assigned as measured by total course sections.	d.2017-18 course audits: 100% of all teachers are appropriately credentialed and assigned.	d.. 2018-19 course audits: 100% of all teachers are appropriately credentialed and assigned.	d. 2019-20 course audits: 100% of all teachers are appropriately credentialed and assigned.



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
e. Teacher misassignment rate	e. 2016-17 course audits: 1.0% teacher mis-assignment rates as measured by total course sections.	e.. 2017-18 course audits: 0% teacher mis-assignment rates	e. 2018-19 course audits: 0% teacher mis-assignment rates	e. 2019-20 course audits: 0% teacher mis-assignment rates
f. Teacher of English Learner misassignment rate	f. 2016-17 course audits: 0.2% teacher of English Learners mis-assignment rates as measured by total course sections.	f. 2017-18 course audits: 0% teacher of English Learners mis-assignment rates	f.. 2018-19 course audits: 0% teacher of English Learners mis-assignment rates	f. 2019-20 course audits: 0% teacher of English Learners mis-assignment rates
g. LCAP survey- teacher collaboration	g. 2016-17 LCAP Stakeholder Survey results: 68% of teachers responded that they agree or strongly agree that SDUHSD provides adequate time for teacher collaboration. 35% disagree or strongly disagree.	g.. 2017-18 LCAP Stakeholder Survey results: 72% agree, less than 25% disagree  g. 2017-18 LCAP Stakeholder Survey results: 72% agree, less than 25% disagree	g. 2018-19 LCAP Stakeholder Survey results: 72% agree, less than 25% disagree  g. 2018-19 LCAP Stakeholder Survey results: 76% agree, less than 20% disagree	g. 2019-20 LCAP Stakeholder Survey results: 72% agree, less than 25% disagree  g. 2019-20 LCAP Stakeholder Survey results: 80% agree, less than 20% disagree
h. Professional development survey implementation of standards	h. 16-17 PD survey results: Academic Language/ELD 68% of teachers report that they implement instructional	h. 17-18 PD survey results: Academic Language/ELD 72%. Standards / Framework Confidence 88%	h. 2018-19 PD survey results: Academic Language/ELD 72%. Standards / Framework Confidence 94%	h. 2019-20 PD survey results: Academic Language/ELD 72%. Standards / Framework Confidence 100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>strategies to develop academic language for all students a moderate amount to frequently.</p> <p>Standards / Framework Confidence 81% of teachers report that they are moderately to very confident in their understanding of the standards and framework for their subject and the vertical alignment of content from 7th-12th grade.</p> <p>Instructional and Assessment Strategies Confidence 81% of teachers report that they are moderately to very confident in their understanding and implementation of instructional strategies relevant to their content area.</p>	<p>Instructional and Assessment Strategies Confidence 88%</p> <p>PLC/Common Assessments Effectiveness 79%</p>	<p>Instructional and Assessment Strategies Confidence 94%</p> <p>PLC/Common Assessments Effectiveness 84%</p>	<p>Instructional and Assessment Strategies Confidence 100%</p> <p>PLC/Common Assessments Effectiveness 90%</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>PLC/Common Assessments Effectiveness</p> <p>73% of teachers report that their PLC group at their sites are moderately to very effective, including the implementation of common assessments, collaborative analysis of results, and implementation of student interventions.</p>			
<p>i. Below grade level math course enrollment</p>	<p>i. Internal course enrollment data; baseline from 2015 Hanover study Intervention/Remedial Course Enrollment Rate: Baseline percent of students enrolled in below grade level Math courses; 7th grade 9.2%, 8th grade 9.9%, 9th grade 13.5%</p>	<p>i. Reduce the percentage of students enrolled in below grade level math courses in 7th, 8th and 9th grade</p>	<p>i. Reduce the percentage of students enrolled in below grade level math courses in 7th, 8th and 9th grade</p>	<p>i. Reduce the percentage of students enrolled in below grade level math courses in 7th, 8th and 9th grade</p>

# Planned Actions / Services

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

## Action 1

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

### 2017-18 Actions/Services

**Base Program**

1.A.1. Continue to provide appropriately credentialed and effective teachers, management staff, classified staff, counselors and district office support staff

1.A.2. Continue to provide standards aligned materials to all students

1.A.3. Continue to provide professional learning and coaching through Teacher on

### 2018-19 Actions/Services

**Base Program**

1.A.1. Continue to provide appropriately credentialed and effective teachers, management staff, classified staff, counselors and district office support staff

1.A.2. Continue to provide standards aligned materials to all students

1.A.3. Continue to provide professional learning and coaching through Teacher on

### 2019-20 Actions/Services

**Base Program**

1.A.1. Continue to provide appropriately credentialed and effective teachers, management staff, classified staff, counselors and district office support staff

1.A.2. Continue to provide standards aligned materials to all students

1.A.3. Continue to provide professional learning and coaching through Teacher on

Special Assignment (ToSA) model to increase student learning and support teacher implementation of instruction and assessment aligned to California State Standards in ELA and Math as well as the English Language Development Standards.

1.A.4. Continue to provide professional development and coaching through Teacher on Special Assignment model as well as staff collaboration time to increase student learning outcomes and support instruction, assessment and curriculum aligned to the Next Generation Science Standards.

Special Assignment (ToSA) model to increase student learning and support teacher implementation of instruction and assessment aligned to California State Standards in ELA and Math as well as the English Language Development Standards.

1.A.4. Continue to provide professional development and coaching through Teacher on Special Assignment model as well as staff collaboration time to increase student learning outcomes and support instruction, assessment and curriculum aligned to the Next Generation Science Standards.

Special Assignment (ToSA) model to increase student learning and support teacher implementation of instruction and assessment aligned to California State Standards in ELA and Math as well as the English Language Development Standards.

1.A.4. Continue to provide professional development and coaching through Teacher on Special Assignment model as well as staff collaboration time to increase student learning outcomes and support instruction, assessment and curriculum aligned to the Next Generation Science Standards.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$105,675,460.00	\$115,114,538.00	\$120,000,000.00
Source	Base	Base	Base
Budget Reference	1000-3000, 4000, 5000 a. The approximate cost for Highly Qualified Teachers, management staff, classified staff, counselors, district office support staff, and their related materials and resources	1000-3000, 4000, 5000 a. The approximate cost for Highly Qualified Teachers, management staff, classified staff, counselors, district office support staff, and their related materials and resources, MODIFIED to reflect actual cost	1000-3000, 4000, 5000 a. The approximate cost for Highly Qualified Teachers, management staff, classified staff, counselors, district office support staff, and their related materials and resources, MODIFIED to reflect actual cost

Amount	\$252,000.00	\$252,000.00	\$252,000.00
Source	Base	Base	Supplemental
Budget Reference	1000-3000, 4000, 5000 b. ToSA embedded coaching model (2.0 FTE) to support differentiated instruction in all classrooms and provide professional development for teachers in the areas of innovative teaching and learning, formative assessment, implementation of standards and differentiating instruction.	1000-3000, 4000, 5000 b. ToSA embedded coaching model (2.0 FTE) to support differentiated instruction in all classrooms and provide professional development for teachers in the areas of innovative teaching and learning, formative assessment, implementation of standards and differentiating instruction.	1000-3000, 4000, 5000 b.Modified. ToSA embedded coaching model (2.0 FTE) to support differentiated instruction in all classrooms and provide professional development for teachers in the areas of innovative teaching and learning, formative assessment, implementation of standards and differentiating instruction.
Amount	\$132,000.00	\$66,000.00	\$36,000.00
Source	Base	Base	Base
Budget Reference	1000-3000, 4000, 5000 c. Provide release time for teachers to develop, refine, and implement California Math Standards aligned Curriculum (1.2 FTE).	1000-3000, 4000, 5000 c. MODIFIED: The release time for math teachers to work on curriculum writing is being phased out as the SDUHSD math curriculum and supplemental materials have been implemented, adapted and edited over the last few years.  Provide release time for teachers to develop, refine, and implement California Math Standards aligned Curriculum (0.73 FTE).	1000-3000, 4000, 5000 c. MODIFIED: The release time for math teachers to work on curriculum writing is being phased out as the SDUHSD math curriculum and supplemental materials have been implemented, adapted and edited over the last few years.  Provide release time for teachers to develop, refine, and implement California Math Standards aligned Curriculum

Amount	\$80,000.00	\$100,000.00	\$110,000.00
Source	Lottery	Lottery	Lottery
Budget Reference	5000-5999: Services And Other Operating Expenditures d. Purchase and develop instructional materials that align to California State Standards.	5000-5999: Services And Other Operating Expenditures d. Purchase and develop instructional materials that align to California State Standards.	5000-5999: Services And Other Operating Expenditures d. Purchase and develop instructional materials that align to California State Standards.
Amount	\$15,000.00	\$15,000.00	\$15,000.00
Source	Base	Base	Base
Budget Reference	1000-3000, 4000, 5000 e. Stipend and release days for Educational Technology Specialist at each site (10 ETs @ \$1,500 each)	1000-3000, 4000, 5000 e. Stipend and release days for Educational Technology Specialist at each site (10 ETs @ \$1,500 each)	1000-3000, 4000, 5000 e. Stipend and release days for Educational Technology Specialist at each site (10 ETs @ \$1,500 each)
Amount	\$1,800.00	\$1,800.00	\$1,800.00
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures f. Continue to recruit and retain Highly Qualified Teachers: Edjoin registration	5000-5999: Services And Other Operating Expenditures f. Continue to recruit and retain Highly Qualified Teachers: Edjoin registration	5000-5999: Services And Other Operating Expenditures f. Continue to recruit and retain Highly Qualified Teachers: Edjoin registration
Amount	\$137,000.00	\$137,000.00	\$137,000.00
Source	Base	Base	Base
Budget Reference	1000-3000, 4000, 5000 g. Teacher on Special Assignment 1.0 FTE- to support and provide professional development for NGSS implementation, course development and differentiating instruction.	1000-3000, 4000, 5000 g. Teacher on Special Assignment 1.0 FTE- to support and provide professional development for NGSS implementation, course development and differentiating instruction.	1000-3000, 4000, 5000 g. Teacher on Special Assignment 1.0 FTE- to support and provide professional development for NGSS implementation, course development and differentiating instruction.

Amount	\$315,000.00		
Source	Title I	Title I	Title I
Budget Reference	1000-3000, 4000, 5000 h. Title I school sites will utilize Title I funds to continue to develop and implement intervention courses and supports for students not obtaining mastery of ELO's (2.8 FTE).	1000-3000, 4000, 5000 h., i. MODIFIED- Title I expenses support supplemental programs and therefore are more accurately reflected within the supplemental actions in Goal 1 Action 1.C. (new)	1000-3000, 4000, 5000 h., i. MODIFIED- Title I expenses support supplemental programs and therefore are more accurately reflected within the supplemental actions in Goal 1 Action 1.C. (new).
Amount	\$15,000.00		
Source	Title I	Title I	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures i. Registration costs for teachers and administrators to attend professional conferences	h., i. MODIFIED- Title I expenses support supplemental programs and therefore are more accurately reflected within the supplemental actions in Goal 1 Action 1.C. (new)	5000-5999: Services And Other Operating Expenditures h., i. MODIFIED- Title I expenses support supplemental programs and therefore are more accurately reflected within the supplemental actions in Goal 1 Action 1.C. (new).

## Action 2

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

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services



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

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

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

Unchanged Action

Modified Action

Modified Action

#### 2017-18 Actions/Services

##### Supplemental

1.B.1 Continue to support staff collaboration and provide specified professional learning that builds capacity to design and deliver high quality instruction, assessment and differentiated curriculum for all students with focus on at-risk students.

1.B.2. All core content courses in ELA, Math and Social Science will continue to develop, implement, and review data on common assessments aligned to established course ELOs utilizing online assessment tools as appropriate.

1.B.3. Students who are identified as performing below grade level will continue to be provided with the necessary support to remediate their gaps in learning. Identification includes district math assessments, D/F data, SBAC, CELDT and multiple other sources.

1.B.4. School sites will continue to investigate ways to add specific intervention time into their bell schedules, time for teacher collaboration, as well as access to courses as needed.

#### 2018-19 Actions/Services

##### Supplemental

1.B.1 Continue to support staff collaboration and provide specified professional learning that builds capacity to design and deliver high quality instruction, assessment and differentiated curriculum for all students with focus on at-risk students.

1.B.2. All core content courses in ELA, Math and Social Science will continue to develop, implement, and review data on common assessments aligned to established course ELOs utilizing online assessment tools as appropriate.

1.B.3. Students who are identified as performing below grade level will continue to be provided with the necessary support to remediate their gaps in learning. Identification includes district math assessments, D/F data, SBAC, CELDT and multiple other sources.

1.B.4. School sites will continue to investigate ways to add specific intervention time into their bell schedules, time for teacher collaboration, as well as access to courses as needed.

#### 2019-20 Actions/Services

##### Supplemental

1.B.1 Continue to support staff collaboration and provide specified professional learning that builds capacity to design and deliver high quality instruction, assessment and differentiated curriculum for all students with focus on at-risk students.

1.B.2. All core content courses in ELA, Math and Social Science will continue to develop, implement, and review data on common assessments aligned to established course ELOs utilizing online assessment tools as appropriate.

1.B.3. Students who are identified as performing below grade level will continue to be provided with the necessary support to remediate their gaps in learning. Identification includes district math assessments, D/F data, SBAC, CELDT and multiple other sources.

1.B.4. School sites will continue to investigate ways to add specific intervention time into their bell schedules, time for teacher collaboration, as well as access to courses as needed.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$100,000.00	\$100,000.00	\$100,000.00
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits a. Provide release time (sub days and extra work agreements) for staff to attend professional development for differentiating instruction, implementation of standards, technology, ELO and assessment development	1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits a. Provide release time (sub days and extra work agreements) for staff to attend professional development for differentiating instruction, implementation of standards, technology, ELO and assessment development	1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits a. Provide release time (sub days and extra work agreements) for staff to attend professional development for differentiating instruction, implementation of standards, technology, ELO and assessment development
Amount	\$32,500.00	\$46,000.00	\$46,000.00
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits b. Site tutoring allocations for each site to support tutoring programs	1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits MODIFIED: the budget for tutoring programs has been increased to address the achievement gap for target student groups. b. Site tutoring allocations for each site to support tutoring programs	1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits MODIFIED: the budget for tutoring programs has been increased to address the achievement gap for target student groups. b. Site tutoring allocations for each site to support tutoring programs

Amount	\$660,000.00	\$1,040,000.00	\$1,811,000.00
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits c. School sites will be provided non-formula sections to continue to implement intervention courses and supports for students not obtaining mastery of ELO's (6.4 FTE)	1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits c. MODIFIED: the budget for intervention and supports has been increased to address the achievement gap for target student groups. School sites will be provided non-formula sections to continue to implement intervention courses and supports for students not obtaining mastery of ELO's. Cost for future FTE allocations will be determined yearly dependent on identified need	1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits c. MODIFIED: the budget for intervention and supports has been increased to address the achievement gap for target student groups. School sites will be provided non-formula sections to continue to implement intervention courses and supports for students not obtaining mastery of ELO's. Cost for future FTE allocations will be determined yearly dependent on identified need
Amount	\$210,000.00	\$185,000.00	\$165,000.00
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries d. Cost for AVID Tutoring support	2000-2999: Classified Personnel Salaries d. MODIFIED: the budget for AVID tutoring support has been adjusted to reflect the actual costs over the last few years. Cost for AVID Tutoring support	2000-2999: Classified Personnel Salaries d. MODIFIED: the budget for AVID tutoring support has been adjusted to reflect the actual costs over the last few years. Cost for AVID Tutoring support
Amount	\$30,000.00	\$170,000.00	\$80,000.00
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies e. Cost for licenses and maintenance of the Read 180 program at all district sites	4000-4999: Books And Supplies e. MODIFIED: Cost for licenses, training and maintenance of the new Read 180 Universal program at all district sites	5000-5999: Services And Other Operating Expenditures e. MODIFIED: Cost for licenses, training and maintenance of the new Read 180 Universal program at all district sites

Amount		\$48,000.00	\$48,000.00
Source		Supplemental	Supplemental
Budget Reference		f. NEW: Reading Specialist (0.4 FTE) to support the implementation of the new Read 180 Universal Program as well as provide coaching and strategies for teaching on implementing reading interventions and supports in core content classes.	f. Reading Specialist (0.4 FTE) to support the implementation of the new Read 180 Universal Program as well as provide coaching and strategies for teaching on implementing reading interventions and supports in core content classes.

### Action 3

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

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All  
 Specific Student Groups: All students with focus on students who are performing below grade level

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Title I Schools- Specific Schools: EWMS, OCMS, DMS

OR

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

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

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

2017-18 Actions/Services

N/A

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

New Action

2018-19 Actions/Services

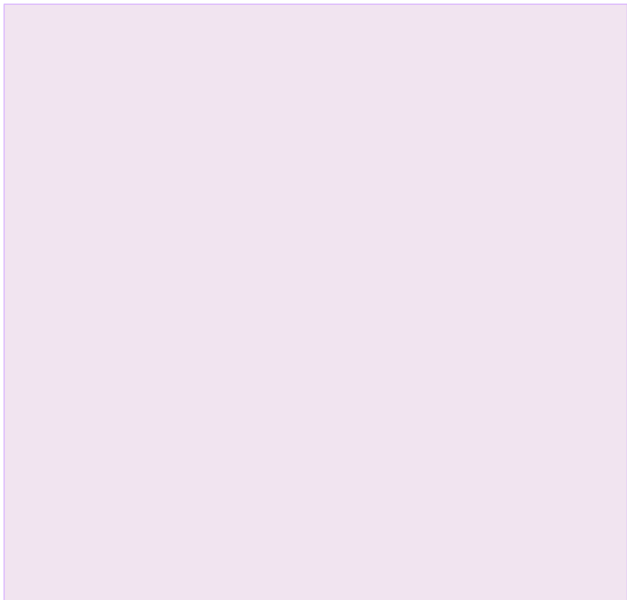
Supplemental

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

Unchanged Action

2019-20 Actions/Services

Supplemental



1.C.1.Title I schools will provide additional sections to support students who are identified as performing below grade level and will continue to provide the necessary support to remediate their gaps in learning. Identification includes district math assessments, D/F data, SBAC, CELDT and multiple other sources.

1.C.2. Continue to provide professional development and training for teachers, administrators, and staff on evidenced based strategies, programs and supports to increase the educational program of the school and improve student achievement.

1.C.1.Title I schools will provide additional sections to support students who are identified as performing below grade level and will continue to provide the necessary support to remediate their gaps in learning. Identification includes district math assessments, D/F data, SBAC, CELDT and multiple other sources.

1.C.2. Continue to provide professional development and training for teachers, administrators, and staff on evidenced based strategies, programs and supports to increase the educational program of the school and improve student achievement.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount		\$315,000.00	\$315,000.00
Source		Title I	Title I
Budget Reference		1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits a. Title I school sites will utilize Title I funds to continue to develop and implement intervention courses and supports for students not obtaining mastery of ELO’s Cost for future FTE allocations will be determined yearly dependent on identified need	1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits a. Title I school sites will utilize Title I funds to continue to develop and implement intervention courses and supports for students not obtaining mastery of ELO’s Cost for future FTE allocations will be determined yearly dependent on identified need

Amount		\$15,000.00	\$15,000.00
Source		Title I	Title I
Budget Reference		5000-5999: Services And Other Operating Expenditures b. Registration costs for teachers and administrators to attend professional conferences .	5000-5999: Services And Other Operating Expenditures b. Registration costs for teachers and administrators to attend professional conferences.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

## Goal 2

All English Learner (EL) pupils will receive instruction and curriculum that includes designated and integrated English language development across all core content areas.

Within five (5) years of instruction in SDUHSD, all English learner pupils will meet the criteria to be reclassified as Redesignated Fluent English Proficient (RFEP).

### State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                               Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

### Identified Need:

Based on stakeholder feedback, CA School Dashboard results on the English Learner Progress Indicator, English Learner student group results on all State Indicators, as well as internal review of SBAC results, D/F data, course enrollment data and teachers/administrators feedback, indicate the need to continue to provide focused actions and services to increase student achievement, increase graduation rates, decrease suspension rates and close the performance gaps for ELs.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
PERCENTAGE OF EL STUDENTS ATTAINING THE ENGLISH PROFICIENCY LEVEL ON THE CELDT	2015-16 CELDT data: 40.1% of ELs pupils attained the English Proficient Level on the CELDT.	16-17 CELDT data: 3% increase in the percentage of ELs pupils attained the English Proficient Level on the CELDT.	CELDT will no longer be administered as it is being replaced by the ELPAC.	N/A

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
PERCENTAGE OF EL STUDENTS ATTAINING THE ENGLISH PROFICIENCY LEVEL ON THE ELPAC SUMMATIVE.	Baseline will be established from 2017-18 summative results	MODIFIED: Establish baseline	MODIFIED: Increase the percentage of students who attain the English proficiency level	MODIFIED: Increase the percentage of students who attain the English proficiency level
ENGLISH LEARNER PROGRESS TOWARDS LEARNING ENGLISH ON THE CELDT	2015-16 English Learner Progress and Proficiency Report indicates that 75.6% of English Learner (EL) pupils made annual progress in learning English as measured by the CELDT	3% increase in the percentage of ELs making annual progress in learning English as measured by the California English Language Development Test (CELDT).	CELDT will no longer be administered as it is being replaced by the ELPAC.  MODIFIED: Percentage of ELs who make progress towards learning English will be measured by ELPAC	MODIFIED: N/A- CELDT will be obsolete at this point and the percentage of ELs who make progress towards learning English will be measured by ELPAC
ENGLISH LEARNER PROGRESS TOWARDS LEARNING ENGLISH ON THE ELPAC	Baseline progress will be established from 2017-18 and 2018-19 summative ELPAC results	N/A	MODIFIED: Establish baseline	MODIFIED: Increase the percentage of ELs who make progress towards learning English
PERCENTAGE OF ELS WHO ARE LONG TERM ENGLISH LANGUAGE LEARNERS (LTELS)	2016-17: 28% (140/500) of English Learners are classified as LTEL	25% of English Learners are classified as LTEL	22% of English Learners are classified as LTEL	19% of English Learners are classified as LTEL
PERCENTAGE OF STUDENTS WHO DEMONSTRATE GROWTH TOWARDS LEARNING ENGLISH AS MEASURED BY LAS LINKS	Fall 2015/2016 LAS Links results:  55% (104/189) of students tested in both Fall 15' and Fall 16' increased at least one	3% increase in the percentage of students who demonstrate growth towards learning English as measured by an increase of at least one proficiency level from	3% increase in the percentage of students who demonstrate growth towards learning English as measured by an increase of at least one	3% increase in the percentage of students who demonstrate growth towards learning English as measured by an increase of at least one



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ASSESSMENT RESULTS	proficiency level or maintained a score of Proficient or Above Proficient	Fall 16' to Fall 17' or maintained a score of Proficient or Above Proficient on LAS Links assessment.	proficiency level from Fall 16' to Fall 17' or maintained a score of Proficient or Above Proficient on LAS Links assessment.	Fall 16' to Fall 17' or maintained a score of Proficient or Above Proficient on LAS Links assessment.
SBAC RESULTS FOR RFEP STUDENTS	16-17 SBAC results: Redesignated Fluent English Proficient (RFEP) students perform similarly to their English Only peers in ELA at 7 out of 9 sites, in math at 5 out of 9 sites. District -wide percentage of RFEP students who scored within the Standard Met to Standard Exceeded range is similar when compared to their English Only peers. ELA, RFEP=79%, English Only=80% Math, RFEP=69%, English Only= 72% See Appendix E, Table 2.1, for results by site	At all sites, the percentage of RFEP students scoring in the Standard Met to Standard Exceeded range on Smarter Balanced assessments in both Math and ELA will be similar to the results of English Only students.	At all sites, the percentage of RFEP students scoring in the Standard Met to Standard Exceeded range on Smarter Balanced assessments in both Math and ELA will be similar to the results of English Only students.	At all sites, the percentage of RFEP students scoring in the Standard Met to Standard Exceeded range on Smarter Balanced assessments in both Math and ELA will be similar to the results of English Only students.
RECLASSIFICATION RATES	16-17 Reclassification rate using CELDT: 19.2% (93 students)	Reclassification rate is 20% or higher	Reclassification rate is 20% or higher	Reclassification rate is 20% or higher
TEACHER OF ENGLISH LEARNERS MISASSIGNMENT RATE	2016-17 course audits: 0.2% teacher of English Learners mis-assignment rates as	0% teacher of English Learners mis-assignment rates as	0% teacher of English Learners mis-assignment rates as	0% teacher of English Learners mis-assignment rates as

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	measured by total course sections	measured by total course sections.	measured by total course sections.	measured by total course sections.
PERCENTAGE OF STUDENTS REDESIGNATED FLUENT ENGLISH PROFICIENT (RFEP) WITHIN 5 YEARS OF INSTRUCTION IN THE DISTRICT.	2016-17 Student Information System data:  61% of 12th grade students who initially enrolled as an EL in SDUHSD in 7th grade, met the criteria to be reclassified as Redesignated Fluent English Proficient (RFEP) within 5 years of instruction in the District.	70% of 12th grade students who initially enrolled as an EL in SDUHSD in 7th grade, met the criteria to be reclassified as Redesignated Fluent English Proficient (RFEP) within 5 years of instruction in the District.	75% of 12th grade students who initially enrolled as an EL in SDUHSD in 7th grade, met the criteria to be reclassified as Redesignated Fluent English Proficient (RFEP) within 5 years of instruction in the District.	80% of 12th grade students who initially enrolled as an EL in SDUHSD in 7th grade, met the criteria to be reclassified as Redesignated Fluent English Proficient (RFEP) within 5 years of instruction in the District.
Parent Participation in EL Parent Workshops	16-17 EL parent participation in EL parent workshops: 138 parents attended	1% increase in the number of parents attending EL parent workshops	1% increase in the number of parents attending EL parent workshops	1% increase in the number of parents attending EL parent workshops

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

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

Unchanged Action

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

Modified Action

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

Modified Action

**2017-18 Actions/Services****Base Program**

2.A.1 Continue to provide students with English Language Development (ELD) curriculum and instruction aligned with California State Standards.

2.A.2 Continue to provide professional learning and coaching through Teacher on Special Assignment model to increase student learning outcomes and support instruction and assessment aligned to the California English Language Development (ELD) Standards.

2.B.2. Continue to provide coaching and professional development on strategies to support the needs of Long Term English Learners (LTEL) to increase English language acquisition and student learning outcomes.

2.A.4. Continue to collaborate with feeder districts and implement an agreed upon system to support English Learners from Kindergarten through grade 12.

**2018-19 Actions/Services****Base Program**

2.A.1 Continue to provide students with English Language Development (ELD) curriculum and instruction aligned with California State Standards.

2.A.2. NEW: Continue to provide appropriately credentialed teachers who are knowledgeable of the ELD standards and effectively implement designated and integrated English language development strategies in all core content classes.

2.A.3. MODIFIED: This action is the same as previous years but the naming mechanism was changed to reflect moving Title III funded actions to Goal 2, Action2. D. (new) Continue to collaborate with feeder districts and implement an agreed upon system to support English Learners from Kindergarten through grade 12.

17-18 2.A.2, 2.A.5., 2.A.6. MODIFIED- Title III expenses support supplemental programs and therefore are more

**2019-20 Actions/Services****Base Program**

2.A.1 Continue to provide students with English Language Development (ELD) curriculum and instruction aligned with California State Standards.

2.A.2. NEW: Continue to provide appropriately credentialed teachers who are knowledgeable of the ELD standards and effectively implement designated and integrated English language development strategies in all core content classes.

2.A.3. MODIFIED: This action is the same as previous years but the naming mechanism was changed to reflect moving Title III funded actions to Goal 2, Action2.

D. (new) Continue to collaborate with feeder districts and implement an agreed upon system to support English Learners from Kindergarten through grade 12.

17-18 2.A.2, 2.A.5., 2.A.6. MODIFIED- Title III expenses support supplemental programs and therefore are more accurately reflected within the supplemental actions in Goal 2 Action 1.D. (new).

2.A.5. Continue to utilize results from LAS Links assessments to appropriately place English Learners into courses that support language acquisition as well as identify necessary interventions and support classes.

2.A.6. Continue to provide parent workshops for families of English Learners to increase parent engagement district-wide.

accurately reflected within the supplemental actions in Goal 2 Action 1.D. (new).

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$18,000.00	\$18,000.00	\$18,000.00
Source	Lottery	Lottery	Lottery
Budget Reference	4000-4999: Books And Supplies a. Purchase ELD curriculum consumables and supplemental supplies and materials	4000-4999: Books And Supplies a. Purchase ELD curriculum consumables and supplemental supplies and material	4000-4999: Books And Supplies a. Purchase ELD curriculum consumables and supplemental supplies and material
Amount	\$49,000.00		
Source	Title I		
Budget Reference	1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits b. Teacher on Special Assignment-Support for differentiated instruction (.4 FTE)	b. MODIFIED: The district is reorganizing the ToSA roles for the 18-19 year. The EL ToSA responsibilities will be incorporated in the ToSA for Universal Design for Learning (Goal 1. Action 1.A.2) role to provide coaching and support to schools on strategies to meet the unique needs of all students in the least restrictive environment	b. MODIFIED: The district is reorganizing the ToSA roles for the 18-19 year. The EL ToSA responsibilities will be incorporated in the ToSA for Universal Design for Learning (Goal 1. Action 1.A.2) role to provide coaching and support to schools on strategies to meet the unique needs of all students in the least restrictive environment.

Amount	\$26,000.00		
Source	Title III		
Budget Reference	5000-5999: Services And Other Operating Expenditures c. Cost of LAS Links Assessment program for administration and scoring	c.-e. MODIFIED: Title III expenses support supplemental programs and therefore are more accurately reflected within the supplemental expenditure in Goal 2 Action 2.D. (new).	c.-e. MODIFIED: Title III expenses support supplemental programs and therefore are more accurately reflected within the supplemental expenditure in Goal 2 Action 2.D. (new).
Amount	\$5,000.00		
Source	Title III		
Budget Reference	2000-2999: Classified Personnel Salaries d. Cost to offer parent workshops 5000-5999: Services And Other Operating Expenditures	c.-e. MODIFIED: Title III expenses support supplemental programs and therefore are more accurately reflected within the supplemental expenditure in Goal 2 Action 2.D. (new).	c.-e. MODIFIED: Title III expenses support supplemental programs and therefore are more accurately reflected within the supplemental expenditure in Goal 2 Action 2.D. (new).
Amount	\$4,200.00		
Source	Title III		
Budget Reference	5000-5999: Services And Other Operating Expenditures e. Supplemental instructional materials, licenses for ST Math intervention program	c.-e. MODIFIED: Title III expenses support supplemental programs and therefore are more accurately reflected within the supplemental expenditure in Goal 2 Action 2.D. (new).	c.-e. MODIFIED: Title III expenses support supplemental programs and therefore are more accurately reflected within the supplemental expenditure in Goal 2 Action 2.D. (new).

## Action 2

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

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

**2017-18 Actions/Services**

Supplemental

2.B.1. Continue to implement and refine a system to monitor progress of all EL students, including long term and reclassified.

2.B.2. Provide bilingual staff to support EL students in core content courses.

**2018-19 Actions/Services**

Supplemental

2.B.1. Continue to implement and refine a system to monitor progress of all EL students, including long term and reclassified.

2.B.2. Provide bilingual staff to support EL students in core content courses.

**2019-20 Actions/Services**

Supplemental

2.B.1. Continue to implement and refine a system to monitor progress of all EL students, including long term and reclassified.

2.B.2. Provide bilingual staff to support EL students in core content courses.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$147,000.00	\$147,000.00	\$244,134.00
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits a. EL teacher leads release period @ 6 sites (1.33 FTE)	1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits a. EL teacher leads release period. Cost for future FTE allocations will be determined yearly dependent on identified need	1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits a. EL teacher leads release period. Cost for future FTE allocations will be determined yearly dependent on identified need

Amount	\$46,000.00	\$46,000.00	\$46,000.00
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries b. cost for bilingual tutors/aides at target sites based on need	2000-2999: Classified Personnel Salaries b. cost for bilingual tutors/aides at target sites based on need	2000-2999: Classified Personnel Salaries b. cost for bilingual tutors/aides at target sites based on need

### Action 3

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: La Costa Canyon High School

### Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

#### 2017-18 Actions/Services

Supplemental  
  
2.C.1. Continue to develop and expand (if applicable) courses that focus on basic English and academic literacy skills, acculturation to U.S. schooling and fundamental subject area knowledge to

#### 2018-19 Actions/Services

Supplemental  
  
2.C.1. Continue to develop and expand (if applicable) courses that focus on basic English and academic literacy skills, acculturation to U.S. schooling and fundamental subject area knowledge to

#### 2019-20 Actions/Services

Supplemental  
  
2.C.1. Continue to develop and expand (if applicable) courses that focus on basic English and academic literacy skills, acculturation to U.S. schooling and fundamental subject area knowledge to

support English Learners who are new to the US (students who have lived in the US for 18 months or less).

2.C.2. Provide transportation support for EL students to access specialized programs outside of their boundary school.

support English Learners who are new to the US (students who have lived in the US for 18 months or less).

2.C.2. Provide transportation support for EL students to access specialized programs outside of their boundary school.

support English Learners who are new to the US (students who have lived in the US for 18 months or less).

2.C.2. Provide transportation support for EL students to access specialized programs outside of their boundary school.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$44,000.00	\$44,000.00	\$75,000.00
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits a. Newcomers Academy Program at one high school site (0.4 FTE)	1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits a. Newcomers Academy Program at one high school site (0.4 FTE)	1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits a. Newcomers Academy Program at one high school site (0.4 FTE) and one Middle School (.20 FTE)
Amount	\$10,000.00	\$10,000.00	\$10,000.00
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures b. Bus passes for students to access the Newcomer’s Academy	5000-5999: Services And Other Operating Expenditures b. Bus passes for students to access the Newcomer’s Academy	5000-5999: Services And Other Operating Expenditures b. Bus passes for students to access the Newcomer’s Academy

**Action 4**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: English Learners  
[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

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



**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

**Actions/Services**

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

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

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

New Action

Unchanged Action

**2017-18 Actions/Services**

N/A

**2018-19 Actions/Services**

Supplemental 2.D.1. Continue to provide coaching and professional development on strategies to support the needs of Long Term English Learners (LTEL) to increase English language acquisition and student learning outcomes.

2.D.2. Continue to utilize results from LAS Links assessments to appropriately place English Learners into courses that support language acquisition as well as identify necessary interventions and support classes.

2.D.3. Continue to provide parent workshops for families of English Learners to increase parent engagement district-wide.

**2019-20 Actions/Services**

Supplemental 2.D.1. Continue to provide coaching and professional development on strategies to support the needs of Long Term English Learners (LTEL) to increase English language acquisition and student learning outcomes.

2.D.2. Continue to utilize results from LAS Links assessments to appropriately place English Learners into courses that support language acquisition as well as identify necessary interventions and support classes.

2.D.3. Continue to provide parent workshops for families of English Learners to increase parent engagement district-wide.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount		\$26,000.00	\$26,000.00
Source		Title III	Title III
Budget Reference		4000-4999: Books And Supplies a. Cost of LAS Links Assessment program for administration and scoring	4000-4999: Books And Supplies a. Cost of LAS Links Assessment program for administration and scoring
Amount		\$5,000.00	\$5,000.00
Source		Title III	Title III
Budget Reference		1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits b. Cost to offer parent workshops	1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits b. Cost to offer parent workshops
Amount		\$4,200.00	\$4,200.00
Source		Title III	Title III
Budget Reference		5000-5999: Services And Other Operating Expenditures c. Supplemental instructional materials, licenses for ST Math intervention program	5000-5999: Services And Other Operating Expenditures c. Supplemental instructional materials, licenses for ST Math intervention program

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

## Goal 3

All district graduates will be college and career ready.

### State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 7: Course Access (Conditions of Learning)

Local Priorities:

### Identified Need:

Based on stakeholder feedback, CA School Dashboard results for Graduation Rate and College/Career Indicator, as well as internal review of UC/CSU eligibility rates, course enrollment data and teachers, administrators and counselors feedback, indicate the need to continue to provide focused actions and services to support student development of college and career readiness skills, increase graduation rates and UC/CSU eligibility rates for target student groups and address disproportionality in CTE course enrollment.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
AP EXAM PASS RATES	SDUHSD's 2016 College Board Advanced Placement exam results reflect an 82.8% average AP exam pass rate.	1% increase in AP exam pass rate.	1% increase in AP exam pass rate.	1% increase in AP exam pass rate.
AP PARTICIPATION RATE	2017 AP exam data: 3,177 test takers	Increase in the number of test takers and	Increase in the number of test takers and	Increase in the number of test takers and

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	7,734 tests taken average of 2.4 tests per student	maintain a proportionate number of test taken	maintain a proportionate number of test taken	maintain a proportionate number of test taken
UC/CSU ELIGIBILITY RATES	15-16 UC/CSU eligibility rates: All students group= 73.4% English Learners = 0.0%  Socio-economically disadvantaged students=45.1%	16-17 UC/CSU eligibility rates: All students group= 75% English Learners = 3%  Socio-economically disadvantaged students=47%	Broad course of study  17-18 UC/CSU eligibility rates: All students group= 78% English Learners = 6%  Socio-economically disadvantaged students=49	Broad course of study  18-19 UC/CSU eligibility rates: All students group= 81% English Learners = 9%  Socio-economically disadvantaged students=51%
COHORT GRADUATION RATES	15-16 Cohort High School graduation rates:  All students group= 95.5% English Learners = 79%  Socio-economically disadvantaged students=83.7%  Special Education= 82.7%	16-17 Cohort High School graduation rates:  All students group= 96% English Learners = 80%  Socio-economically disadvantaged students=85%  Special Education= 84%	17-18 Cohort High School graduation rates:  All students group= 96.5% English Learners = 81%  Socio-economically disadvantaged students=86%  Special Education= 85%	18-19 Cohort High School graduation rates:  All students group= 97% English Learners = 82%  Socio-economically disadvantaged students=87%  Special Education= 86%
EAP DATA, MATH	EAP results from the 15- 16 SBAC Math  37% "College Ready"  26% "Conditionally Ready"	1% reduction in the percentage of students scoring in the "Not Ready" range	1% reduction in the percentage of students scoring in the "Not Ready" range	1% reduction in the percentage of students scoring in the "Not Ready" range

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	37% "Not Ready"			
EAP DATA, ELA	EAP results from the 1516 SBAC ELA 49% "College Ready" 32% "Conditionally Ready" 20% "Not Ready"	2% reduction in the percentage of students scoring in the "Not Ready" range	2% reduction in the percentage of students scoring in the "Not Ready" range	2% reduction in the percentage of students scoring in the "Not Ready" range
CTE COURSE ENROLLMENT  BROAD COURSE OF STUDY FOR UNDUPLICATED STUDENTS AND STUDENTS WITH EXCEPTIONAL NEEDS	15-16 CDE Enrollment in Courses Taught by Subject Report  Number of CTE courses taught= 164  Total CTE Course enrollment= 4,299	3% increase in CTE course enrollment	3% increase in CTE course enrollment	3% increase in CTE course enrollment
GENDER DISPROPORTIONALITY IN TARGET CTE COURSES	15-16 Percentage of female enrollment: Building and Construction Trades= 11% Education, Child Development, and Family Services= 84% Engineering and Architecture= 19% Information and Communication Technologies=27% Transportation= 7%	Increase gender equity in targeted CTE courses and pathways	Increase gender equity in targeted CTE courses and pathways	Increase gender equity in targeted CTE courses and pathways

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Manufacturing and Product Development=31%</p>			
<p>AP COURSE ENROLLMENT</p>	<p>16-17 course enrollment data:</p> <p>64% of SDUHSD students are enrolled in at least one AP or Honors course.</p> <p>3.4% of those students are Low Income (8.5% of district enrollment is socio-economically disadvantaged students)</p>	<p>Student enrollment in honors and Advanced Placement (AP) courses will reflect the demographics of the district, focus on socio-economically disadvantaged students.</p>	<p>Student enrollment in honors and Advanced Placement (AP) courses will reflect the demographics of the district, focus on socio-economically disadvantaged students.</p>	<p>Student enrollment in honors and Advanced Placement (AP) courses will reflect the demographics of the district, focus on socio-economically disadvantaged students.</p>
<p>PERCENT OF STUDENTS WHO MEET THE "PREPARED" LEVEL IN THE COLLEGE/CAREER INDICATOR</p>	<p>Spring 2017 CA School Dashboard results:</p> <p>Prepared= 61.9%</p> <p>Approaching Prepared= 24.4%</p> <p>Not Prepared= 13.7%</p>	<p>Fall 2017 CA School Dashboard results:</p> <p>64% Prepared</p>	<p>Fall 2017 CA School Dashboard results:</p> <p>66% Prepared</p>	<p>Fall 2017 CA School Dashboard results:</p> <p>68% Prepared</p>

# Planned Actions / Services

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

## Action 1

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

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

Unchanged Action

2017-18 Actions/Services

Base Program

3.A.1. Continue to provide a broad course of study for all students.

3.A.2. Continue to implement district agreed upon protocol to identify students who are not enrolled but may be successful in Advanced Placement and/or Honors courses.

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

Modified Action

2018-19 Actions/Services

Base Program

3.A.1. Continue to provide a broad course of study for all students.

3.A.2. MODIFIED: Based on stakeholder input and a review of multi-year course enrollment data, the district will continue to monitor the demographics of AP and Honors course enrollment at all sites but as 64% of SDUHSD students continue to participate in advanced coursework, we are removing action 3.A.2. from the 18-19 and 19-20 LCAP.

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

Modified Action

2019-20 Actions/Services

Base Program

3.A.1. Continue to provide a broad course of study for all students.

The below actions have all been modified to make the naming mechanism sequential with the omission of 3.A.2. for 18-19.

3.A.3. Continue to provide training to support Advanced Placement teachers in differentiated instructional strategies.

3.A.3. Continue to provide training to support Advanced Placement teachers in differentiated instructional strategies.

3.A.4. Continue to work with CTE teachers to develop A-G aligned courses descriptions and course articulations with local community colleges as well as course curriculum aligned to ELA and Math California Content Standards.

3.A.5. Continue to provide training and professional development for counselors and teachers to increase gender groups who are enrolled in CTE courses and pathways that lead to employment in nontraditional fields as well as train teachers on the model CTE curriculum standards.

3.A.6. Continue to offer and expand CTE course pathways aligned to the growing industry sectors in the state and San Diego county.

3.A.7. Continue to provide opportunities for all students to meet A-G requirements to be eligible for college using college and career planning programs and activities as well as implement interventions courses to support underrepresented students in A-G completion.

3.A.8. Convene a district committee of counselors and administrators to research and develop a toolkit for students to support college and career planning.

3.A.3. Continue to provide training to support Advanced Placement teachers in differentiated instructional strategies.

3.A.4. Continue to work with CTE teachers to develop A-G aligned courses descriptions and course articulations with local community colleges as well as course curriculum aligned to ELA and Math California Content Standards.

MODIFIED: Carl D Perkins expenses support supplemental programs and therefore are more accurately reflected within the supplemental actions. Therefore, Actions 3.A.5 and 3.A.6. as well as expenditures 3.A. b., c., and f. have been developed into a new action/service box (Goal 3 Action 3.D., new).

3.A.7. Continue to provide opportunities for all students to meet A-G requirements to be eligible for college using college and career planning programs and activities as well as implement interventions courses to support underrepresented students in A-G completion.

3.A.8. Provide training for counselors on how to implement district college and career planning toolkit with students in grades 7-12.

3.A.4. Continue to work with CTE teachers to develop A-G aligned courses descriptions and course articulations with local community colleges as well as course curriculum aligned to ELA and Math California Content Standards.

3.A.7. Continue to provide opportunities for all students to meet A-G requirements to be eligible for college using college and career planning programs and activities as well as implement interventions courses to support underrepresented students in A-G completion.

3.A.8. Provide training for counselors on how to implement district college and career planning toolkit with students in grades 7-12.



**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$10,000.00	\$10,000.00	\$10,000.00
Source	Base	Base	Base
Budget Reference	1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits a. Release time and registration costs for AP teachers to attend professional development workshops and professional conferences	a. Release time and registration costs for AP teachers to attend professional development workshops and professional conferences.	a. Release time and registration costs for AP teachers to attend professional development workshops and professional conferences.
Amount	\$2,500.00		
Source	Carl D. Perkins Career and Technical Education		
Budget Reference	1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits b. Release time for CTE teachers to collaborate with local business leaders in their field	MODIFIED: b., c., and f.: Carl D Perkins expenses support supplemental programs and therefore are more accurately reflected within the supplemental actions. (Goal 3 Action 3.C., new)	
Amount	\$75,000.00		
Source	Carl D. Perkins Career and Technical Education		
Budget Reference	5000-5999: Services And Other Operating Expenditures c. Cost for modernizing equipment	MODIFIED: b., c., and f.: Carl D Perkins expenses support supplemental programs and therefore are more accurately reflected within the supplemental actions. (Goal 3 Action 3.C., new)	

Amount	\$43,000		
Source	Carl D. Perkins Career and Technical Education		
Budget Reference	1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits d. Project Lead the Way Program	d. MODIFIED: Project Lead the Way Program was funded through Carl D. Perkins grant for 3 years to get the program started. Cost for PLTW will be reflected in LCFF base program moving forward. Project Lead the Way Program Cost is reflected in base program in Goal 1. Action 1.A, expenditure a.	
Amount	\$70,000	\$70,000	\$70,000
Source		CTE Incentive Grant	CTE Incentive Grant
Budget Reference	1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits e. ToSA (0.6 FTE) will continue to work with CTE teachers to develop A-G aligned CTE course descriptions as well as promote and communicate with stakeholders regarding new and existing CTE pathways.	1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits e. ToSA (0.6 FTE) will continue to work with CTE teachers to develop A-G aligned CTE course descriptions as well as promote and communicate with stakeholders regarding new and existing CTE pathways.	1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits e. ToSA will continue to work with CTE teachers to develop A-G aligned CTE course descriptions as well as promote and communicate with stakeholders regarding new and existing CTE pathways. Cost for future FTE allocations will be determined yearly dependent on identified need

Amount	\$2,500.00		
Source	Base	Base	
Budget Reference	1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits f. Release time for teachers to attend professional development f. CTE Incentive Grant	MODIFIED: b., c., and f.: Carl D Perkins expenses support supplemental programs and therefore are more accurately reflected within the supplemental actions. (Goal 3 Action 3.C., new)	
Amount	2,000.00		
Source	Carl D. Perkins Career and Technical Education		
Budget Reference	1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits f. Release time for teachers to attend professional development f. CTE Incentive Grant	MODIFIED: b., c., and f.: Carl D Perkins expenses support supplemental programs and therefore are more accurately reflected within the supplemental actions. (Goal 3 Action 3.C., new)	
Amount	\$38,000.00	\$38,000.00	\$38,000.00
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures g. AVID training and contract costs	5000-5999: Services And Other Operating Expenditures g. AVID training and contract costs	5000-5999: Services And Other Operating Expenditures g. AVID training and contract costs

## Action 2

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

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

**2017-18 Actions/Services**

Supplemental 3.B.1. Counselors and site administrators will continue to review data regarding EL/low SES students UC/CSU eligibility to identify gaps in course offerings and recommend support courses as appropriate

3.B.2. Continue to implement courses in College Readiness and AVID and expand the use of college readiness/AVID strategies in all classes as appropriate.

**2018-19 Actions/Services**

Supplemental 3.B.1. Counselors and site administrators will continue to review data regarding EL/low SES students UC/CSU eligibility to identify gaps in course offerings and recommend support courses as appropriate

3.B.2. Continue to implement courses in College Readiness and AVID and expand the use of college readiness/AVID strategies in all classes as appropriate.

**2019-20 Actions/Services**

Supplemental 3.B.1. Counselors and site administrators will continue to review data regarding EL/low SES students UC/CSU eligibility to identify gaps in course offerings and recommend support courses as appropriate

3.B.2. Continue to implement courses in College Readiness and AVID and expand the use of college readiness/AVID strategies in all classes as appropriate.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$35,000.00	\$35,000.00	\$35,000.00
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits a. Summer remediation programs	1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits a. Summer remediation programs	1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits a. Summer remediation programs

Amount	\$182,600.00	\$182,600.00	\$182,600.00
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits b. District funded sections (1.66 FTE) to sites for College Readiness/AVID courses	1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits b. District funded sections to sites for College Readiness/AVID courses. Cost for future FTE allocations will be determined yearly dependent on identified need	1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits b. District funded sections to sites for College Readiness/AVID courses. Cost for future FTE allocations will be determined yearly dependent on identified need
Amount		\$70,000	\$70,000
Source		Supplemental	Supplemental
Budget Reference		1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits c. NEW: CTE counselor will provide additional support to districts counselors on data driven master scheduling, alternative options for at-risk students to complete high school graduation requirements as well as promoting and communicating with stakeholders regarding new and existing CTE pathways.	1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits c. CTE counselor will provide additional support to districts counselors on data driven master scheduling, alternative options for at-risk students to complete high school graduation requirements as well as promoting and communicating with stakeholders regarding new and existing CTE pathways.

### Action 3

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

**Actions/Services**

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

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

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

Unchanged Action

Unchanged Action

Unchanged Action

**2017-18 Actions/Services**

Supplemental

3.C.1. Provide opportunities for first generation college bound students to participate in college preparation activities.

3.C.2. Provide professional development for counselors and teachers on best practices to support unduplicated students' matriculation to higher education

**2018-19 Actions/Services**

Supplemental

3.C.1. Provide opportunities for first generation college bound students to participate in college preparation activities.

3.C.2. Provide professional development for counselors and teachers on best practices to support unduplicated students' matriculation to higher education

**2019-20 Actions/Services**

Supplemental

College Block Grant funds must be expended by June 30, 2019. The actions/services funded by the College Block Grant will be re-evaluated at that time.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$20,000.00	\$20,000.00	
Source	College Block Grant	College Block Grant	
Budget Reference	5000-5999: Services And Other Operating Expenditures a. Cost for AP exam fee waivers for low income students to participate in AP exams.	5000-5999: Services And Other Operating Expenditures a. Cost for AP exam fee waivers for low income students to participate in AP exams.	No budgeted expenditures for the 2019-20 year at the time of this report

Amount	\$10,000.00	\$10,000.00	
Source	College Block Grant	College Block Grant	
Budget Reference	5000-5999: Services And Other Operating Expenditures b. Transportation and supervision costs for students/families to attend college visits and college fair.	5000-5999: Services And Other Operating Expenditures b. Transportation and supervision costs for students/families to attend college visits and college fair.	
Amount	\$3,900.00	\$3,900.00	
Source	College Block Grant	College Block Grant	
Budget Reference	5000-5999: Services And Other Operating Expenditures c. Registration costs and travel expense (if needed) for counselors to attend professional development	5000-5999: Services And Other Operating Expenditures c. Registration costs and travel expense (if needed) for counselors to attend professional development	

#### Action 4

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

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

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

New Action

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

New Action

2017-18 Actions/Services

N/A

2018-19 Actions/Services

3.D.1. Continue to provide training and professional development for counselors and teachers to increase gender groups who are enrolled in CTE courses and pathways that lead to employment in nontraditional fields as well as train teachers on the model CTE curriculum standards.

3.D.2 Continue to offer and expand CTE course pathways aligned to the growing industry sectors in the state and San Diego county.

2019-20 Actions/Services

3.A.5. Continue to provide training and professional development for counselors and teachers to increase gender groups who are enrolled in CTE courses and pathways that lead to employment in nontraditional fields as well as train teachers on the model CTE curriculum standards.

3.A.6. Continue to offer and expand CTE course pathways aligned to the growing industry sectors in the state and San Diego county

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount		\$2,500.00	\$2,500.00
Source		Carl D. Perkins Career and Technical Education	Carl D. Perkins Career and Technical Education
Budget Reference		5000-5999: Services And Other Operating Expenditures a. Release time for CTE teachers to collaborate with local business leaders in their field	5000-5999: Services And Other Operating Expenditures a. Release time for CTE teachers to collaborate with local business leaders in their field
Amount		\$75,000.00	\$95,000.00
Source		Carl D. Perkins Career and Technical Education	Carl D. Perkins Career and Technical Education
Budget Reference		4000-4999: Books And Supplies b. Cost for modernizing equipment	4000-4999: Books And Supplies b. Cost for modernizing equipment



Amount		\$2,500.00	\$2,500.00
Source		Base	Base
Budget Reference		1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits c. Release time for teachers to attend professional development c. 4000-4999: Books And Supplies	1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits c. Release time for teachers to attend professional development c. 4000-4999: Books And Supplies
Amount		\$2,000.00	\$2,000.00
Source		Carl D. Perkins Career and Technical Education	Carl D. Perkins Career and Technical Education
Budget Reference		1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits c. Release time for teachers to attend professional development c. 4000-4999: Books And Supplies	1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits c. Release time for teachers to attend professional development c. 4000-4999: Books And Supplies

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

New Goal

## Goal 4

Increase the level of "school connectedness" and "sense of safety" of pupils, staff and parents.

### State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                           Priority 3: Parental Involvement (Engagement)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 6: School Climate (Engagement)

Local Priorities:

### Identified Need:

Based on stakeholder feedback, CA School Dashboard results for Suspension Rate as well as internal review of CHKS data, LCAP Stakeholder survey data, attendance rates, discipline data, and dropout rates indicates the need to continue to provide focused actions and services to improve school climate, sense of safety and connectedness for students, staff and parents, as well as decrease suspension rates for target student groups, increase attendance district-wide, decrease high school dropout rates for target student groups and support the social-emotional health of all students.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ANNUAL CLIMATE SURVEY- SENSE OF SAFETY	16-17 LCAP Stakeholder Survey results: percentage of students (77%), parents (88%), teachers (94%), administrators (100%)	increase in the percentage of students, parents and staff who feel SDUHSD schools are safe	increase in the percentage of students, parents and staff who feel SDUHSD schools are safe	increase in the percentage of students, parents and staff who feel SDUHSD schools are safe

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	and other staff members (96%) that report that they feel SDUHSD schools are safe.			
PARENT PARTICIPATION IN PTSA/FOUNDATION	2016-17 PTSA/Foundation members, volunteers and donors:  Middle Schools- 1,275 High Schools- 2,532	1% increase in the number of PTSA/Foundation members, volunteers and donors	1% increase in the number of PTSA/Foundation members, volunteers and donors	1% increase in the number of PTSA/Foundation members, volunteers and donors
PARTICIPATION IN ANNUAL CLIMATE SURVEY	SDUHSD collected 4,432 responses to the annual stakeholder survey. Parents, 2,640 MS Students, 1,256 HS Students, 172	increase in number of parents and students completing the district annual stakeholder survey that reflects the demographics of the district to gather input.	increase in number of parents and students completing the district annual stakeholder survey that reflects the demographics of the district to gather input.	increase in number of parents and students completing the district annual stakeholder survey that reflects the demographics of the district to gather input.
PROMOTION OF PARENT PARTICIPATION FOR ALL PARENTS INCLUDING PARENTS OF UNDUPLICATED STUDENTS AND STUDENTS WITH EXCEPTIONAL NEEDS	The 2016-17 LCAP Stakeholder survey revealed the top forms that stakeholders prefer to receive communication is email (88%), text messages (31%), phone calls (26%) and district/school websites (47%). In the 16-17 school year, SDUHSD and sites sent out a total of 833 outreach messages via email and/ phone calls through Blackboard	Increase in the number of communication attempts with families to promote parent participation in meetings, workshops, activities and input measures (i.e. surveys) via email, phone calls and text messages as well as providing information in multiple languages.	Increase in the number of communication attempts with families to promote parent participation in meetings, workshops, activities and input measures (i.e. surveys) via email, phone calls and text messages as well as providing information in multiple languages.	Increase in the number of communication attempts with families to promote parent participation in meetings, workshops, activities and input measures (i.e. surveys) via email, phone calls and text messages as well as providing information in multiple languages.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Connect. Additionally, phone calls were made to EL families by a native speaker of their home language to promote attendance at parent workshop as well as DELAC/ELAC meetings.			
FIT- CLEAN AND SAFE FACILITIES	Williams' Certification presented to and approved by the SDUHSD Board quarterly indicates that 100% of SDUHSD maintained an overall score of at least "Good" or better on the Facilities Inspection Tool	All schools will maintain clean and safe facilities as measured by an overall score of at least "Good" or better on the FIT.	All schools will maintain clean and safe facilities as measured by an overall score of at least "Good" or better on the FIT.	All schools will maintain clean and safe facilities as measured by an overall score of at least "Good" or better on the FIT.
AVERAGE DAILY ATTENDANCE	ADA for 16-17: SDUHSD= 97.0% Canyon Crest Academy= 97.6% San Dieguito Academy= 98.1% Torrey Pines HS= 96.4% La Costa Canyon HS= 97.8% Sunset Continuation HS= 76.5%	Increase district-wide attendance rate by 1% over previous year with focus on high school rates.	Increase district-wide attendance rate by 1% over previous year with focus on high school rates.	Increase district-wide attendance rate by 1% over previous year with focus on high school rates.
CHRONIC ABSENTEEISM RATE	Baseline will be established in 17-18 from CA School	Establish baseline	Growth target will be determined from 2017-18 baseline.	Growth target will be determined from 2017-18 baseline.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Dashboard Chronic Absenteeism results			
TRUANCY RATE	2014-15 CDE Truancy Report: SDUHSD= 55.5% middle school average= 33.29% high school average= 64.99%	3% decrease in truancy rate from the previous year	3% decrease in truancy rate from the previous year	3% decrease in truancy rate from the previous year
MIDDLE SCHOOL DROPOUT RATE	15-16 middle school dropout rate= 0%	Maintain 0% middle school dropout rate	Maintain 0% middle school dropout rate	Maintain 0% middle school dropout rate
HIGH SCHOOL DROPOUT RATE	15-16 high school dropout rates: all students group= 2.6% EL student group= 14.5% Socio-economically disadvantaged student group=11.5% Special Education student group= 4.2%	Decrease cohort high school dropout rate from the previous year by 0.5% for all students and target student groups.	Decrease cohort high school dropout rate from the previous year by 0.5% for all students and target student groups	Decrease cohort high school dropout rate from the previous year by 0.5% for all students and target student groups.
SUSPENSION RATE	2014-15 CDE Suspension Rate report: In the 14-15 year, SDUHSD suspended a total of 178 students with a suspension rate of 1.4%. English Learners= 6.5% Socio-economically disadvantaged students= 3.7%	decrease in suspension rates for all students focus on ELs and Socio-economically disadvantaged students.	MODIFIED to include Students with Disabilities: decrease in suspension rates for all students focus on ELs, Socio-economically disadvantaged students and students with disabilities.	Students with Disabilities: decrease in suspension rates for all students focus on ELs, Socioeconomically disadvantaged students and students with disabilities.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
EXPULSION RATE	2014-15 CDE Expulsion Rate report: In 14-15, SDUHSD expelled a total of 8 students with an expulsion rate of 0.1%.	0% expulsion rate	0% expulsion rate	0% expulsion rate

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

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

2017-18 Actions/Services

Base Program

4.A.1. Continue to develop and implement action plans to support students' and

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

2018-19 Actions/Services

Base Program

4.A.1. Continue to develop and implement action plans to support students' and

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

2019-20 Actions/Services

Base Program

4.A.1. Continue to develop and implement action plans to support students' and

parents' sense of connectedness to school as well as increasing their sense of safety.

4.A.2. Continue to find ways to communicate with stakeholders to support students' success.

4.A.3. Continue to provide parent training sessions on a variety of parent involvement topics

4.A.4. Continue to provide resources and training for teachers and staff to monitor academic progress, behavioral data, and attendance rates.

4.A.5. Continue to develop strategies and systems to address student discipline and suspensions at school sites with a focus on Restorative Justice.

4.A.6. Each school site will continue to identify needs and develop an action plan based on survey data from families and staff to address school connectedness and safety concerns.

parents' sense of connectedness to school as well as increasing their sense of safety.

4.A.2. Continue to find ways to communicate with stakeholders to support students' success.

4.A.3. Continue to provide parent training sessions on a variety of parent involvement topics

4.A.4. Continue to provide resources and training for teachers and staff to monitor academic progress, behavioral data, and attendance rates.

4.A.5. Continue to develop strategies and systems to address student discipline and suspensions at school sites with a focus on Restorative Justice.

4.A.6. Each school site will continue to identify needs and develop an action plan based on survey data from families and staff to address school connectedness and safety concerns.

4.A.7. NEW: Evaluate and improve our continuum of Multi-Tiered Systems of Support for academic, behavior and social-emotional instruction at all district sites. Provide the necessary training and support to staff to implement improvements as needed.

parents' sense of connectedness to school as well as increasing their sense of safety.

4.A.2. Continue to find ways to communicate with stakeholders to support students' success.

4.A.3. Continue to provide parent training sessions on a variety of parent involvement topics

4.A.4. Continue to provide resources and training for teachers and staff to monitor academic progress, behavioral data, and attendance rates.

4.A.5. Continue to develop strategies and systems to address student discipline and suspensions at school sites with a focus on Restorative Justice.

4.A.6. Each school site will continue to identify needs and develop an action plan based on survey data from families and staff to address school connectedness and safety concerns.

4.A.7. NEW: Evaluate and improve our continuum of Multi-Tiered Systems of Support for academic, behavior and social-emotional instruction at all district sites. Provide the necessary training and support to staff to implement improvements as needed.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$21,500.00	\$21,500.00	\$21,500.00
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures a. Blackboard Connect program cost	5000-5999: Services And Other Operating Expenditures a. Blackboard Connect program cost	5000-5999: Services And Other Operating Expenditures a. Blackboard Connect program cost
Amount	\$10,000.00	\$10,000.00	\$10,000.00
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures b. District donation for SDUHSD College Night at Del Mar Fairgrounds for facilities rental	5000-5999: Services And Other Operating Expenditures b. District donation for SDUHSD College Night at Del Mar Fairgrounds for facilities rental	5000-5999: Services And Other Operating Expenditures b. District donation for SDUHSD College Night at Del Mar Fairgrounds for facilities rental
Amount	\$3,000.00	\$3,000.00	\$3,000.00
Source	Title I	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures c. Cost for parent trainings and workshops	5000-5999: Services And Other Operating Expenditures c. Cost for parent trainings and workshops	5000-5999: Services And Other Operating Expenditures c. Cost for parent trainings and workshops
Amount	\$7,000.00	\$7,000.00	\$7,000.00
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures d. Cost of implementing Restorative Justice program at each school site including training.	5000-5999: Services And Other Operating Expenditures d. Cost of implementing Restorative Justice program at each school site including training.	5000-5999: Services And Other Operating Expenditures d. Cost of implementing Restorative Justice program at each school site including training.



Amount	\$41,000.00		
Source	Title I	Base	
Budget Reference	5000-5999: Services And Other Operating Expenditures e. Contract with Hanover for research and evaluation services to develop, implement and analyze results from an annual stakeholder survey to evaluate concerns related to school connectedness and safety as well as research best practices and model programs to support struggling students.	5000-5999: Services And Other Operating Expenditures e. MODIFIED: The contract with Hanover research is being paid out of supplemental funding as Hanover has focused their work with SDUHSD on improving the programs and services provided for ELs as well as the continuum of MTSS provided at all sites.	
Amount		\$15,000	
Source		Base	
Budget Reference		5000-5999: Services And Other Operating Expenditures f. MODIFIED: SDUHSD is shifting the model we have historically used to administer the CHKS. As a result, the necessary budget to support survey administration has been reduced. Cost to administer California Healthy Kids Survey (18-19)	

## Action 2

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

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

Unchanged Action

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

Modified Action

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

Modified Action

**2017-18 Actions/Services**

Supplemental  
  
4.B.1. Continue to implement and expand programs, activities, supports and courses that promote student wellness at each school site.

**2018-19 Actions/Services**

Supplemental  
  
4.B.1. Continue to implement and expand programs, activities, supports and courses that promote student wellness at each school site.

**2019-20 Actions/Services**

Supplemental  
  
4.B.1. Continue to implement and expand programs, activities, supports and courses that promote student wellness at each school site.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$420,000.00	\$480,000.00	\$503,169.00
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits a. District Social Workers (4.0 FTE) to support student wellness at all district sites, with focus on high schools	1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits a. District Social Workers (4.0 FTE) to support student wellness at all district sites, with focus on high schools MODIFIED to reflect actual cost	1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits a. District Social Workers (4.0 FTE) to support student wellness at all district sites, with focus on high schools MODIFIED to reflect actual cost

Amount	\$32,000.00	\$32,000.00	\$32,000.00
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits b. Having A Voice (HAV) program-cost for teachers to facilitate the program over the summer.	1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits b. Having A Voice (HAV) program-cost for teachers to facilitate the program over the summer	1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits b. Having A Voice (HAV) program-cost for teachers to facilitate the program over the summer
Amount		\$41,000.00	\$41,000.00
Source		Supplemental	
Budget Reference		c. MODIFIED: Contract with Hanover for research and evaluation services The contract with Hanover research is being paid out of supplemental funding as Hanover has focused their work with SDUHSD on improving the programs and services provided for ELs as well as the continuum of MTSS provided at all sites.	c. The contract with Hanover research is being paid out of supplemental funding as Hanover has focused their work with SDUHSD on improving the programs and services provided for ELs as well as the continuum of MTSS provided at all sites. Contract with Hanover for research and evaluation services to develop, implement and analyze results from an annual stakeholder survey to evaluate concerns related to school connectedness and safety as well as research best practices and model programs to support struggling students.

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$3,022,305

Percentage to Increase or Improve Services

2.6%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

2019-20

Unduplicated students represent approximately 13% of SDUHSD's enrollment in 2018-19. SDUHSD's LCFF supplemental fund allocation is budgeted district-wide for expenditures to increase student achievement, support English Learners (ELs), increase college and career readiness for our graduates and improve school climate. LCFF allocated funds will be effectively utilized to support the goals, actions and services described in the LCAP to support all students and targeted student groups.

LCFF supplemental funds are being expended on the following actions and services that are principally directed towards unduplicated students:

Goal 1- student achievement, Action 1.B.

- professional development for teachers on differentiating instruction, implementation of standards, use of instructional technology, strategies to support ELs, and ELO and assessment development
- tutoring support for all sites including AVID tutors as well as before and after school programs
- implement intervention courses and supports for students not obtaining mastery of standards
- licenses for supplemental reading programs
- extended day and extended year intervention programs

Goal 2- Support ELs, Action 2.B, Action 2.C.

- EL Lead teachers to monitor progress of EL and RFEP students and provide coaching for content area teachers on implementing the ELD standards as well as strategies to support EL students
- Bilingual tutors
- Newcomer's Academy program at LCC to provide intensive support for EL students who have been enrolled in US Schools for less than 18 month
- transportation support for students to participate in the Newcomer's program
- licenses for supplemental math and language development instructional programs.

Goal 3- college/career readiness, Action 3.B.

- Summer remediation programs
- AVID and College Readiness courses as well as AVID contract and training costs

Goal 4- school climate, Action 4.B.

- School Social Workers at all sites
- Having A Voice program

John Hattie, *Visible Learning* (2009), studied six areas that contribute to learning: the student, the home, the school, the curricula, the teacher, and teaching and learning approaches. Visible Learning research defines the core attributes/interventions of schooling that truly make a difference to student learning...the processing attributes that make learning "visible" to teachers, ensuring clear identification of the attributes, knowing the impact that they have on learning in the school for the student, the teacher and school leaders. The "visible" aspect also refers to making the teaching visible to the student, such that they become their own teachers, which is the core attribute of lifelong learning. For any particular attribute/intervention to be considered worthwhile, it needs to show improvement in student learning of at least an average gain----that is, an effect size of at least 0.40. Per Hattie's research, the 0.40 is the hinge-point for identifying what is and what is not effective. Hattie calls this the "Zone of Desired Effects"-the influences that have the greatest impact on student achievement. Hattie developed a system of ranking various influences in different meta-analyses according to their effect sizes. He ranked those influences, from 1 being the highest influence to 150 being the lowest influence, which are related to learning outcomes from very positive effects to very negative effects on student achievement. The LCAP was developed specifically utilizing research-based instructional strategies and high quality professional development, that rank above 0.40 per Hattie's research, and programs including Multi-Tiered Systems of Intervention, extended day and extended year intervention programs, Math Support, Systematic English Language Development, Academic Vocabulary, Peer Tutoring, Teacher-Student relationships, Restorative Practices that are the most effective in order to prepare students to be successful and to be college and career ready.

San Dieguito Union High School District will offer a variety of programs and supports specifically for English learners, low income students and foster youth that all students will benefit from when teachers are trained in successful strategies. These include: ELD classrooms, ELD Professional Development specialists, EL leads at most sites, targeted instructional support materials in literacy and mathematics, partnerships with organizations to provide mentoring and tutoring for struggling students, after school tutoring and

intervention programs, an expansion of the College Readiness program in both middle schools and high schools, courses in Read 180, System 44, Reading Enhancement and Academic Language Development. In addition, SDUHSD is committed to providing professional learning for staff, counseling support, summer intervention programs, explore blended learning opportunities, allocate funds directly to school sites for targeted support of struggling students, provide services and support to increase parent involvement and McKinney Vento programs to support homeless youth.

In addition to actions/services listed in above, we will also implement the following:

- Continue to research and share best practices to inform professional learning to support accelerated language acquisition and academic achievement for English Learners, including long term English Learners.
- Continue to identify students in need of extended learning time and enroll them in appropriate support classes and programs.
- Development of CTE pathways aimed at all students including identifying processes to communicate the pathways to students and families.

**LCAP Year: 2018-19**

Estimated Supplemental and Concentration Grant Funds

\$2,615,974

Percentage to Increase or Improve Services

2.37%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

2018-19 Unduplicated students represent approximately 13% of SDUHSD's enrollment in 2017-18. SDUHSD's LCFF supplemental funding allocation is budgeted districtwide for expenditures to increase student achievement, support English Learners (ELs), increase college and career readiness for our graduates and improve school climate. LCFF allocated funds will be effectively utilized to support the goals, actions and services described in the LCAP to support all students and especially unduplicated student groups, who tend to have additional needs in these areas.

LCFF supplemental funds are being expended on the following actions and services that are principally directed towards unduplicated students: Goal 1- student achievement, Action 1.B.

- professional development for teachers on differentiating instruction, implementation of standards, use of instructional technology, strategies to support ELs, and ELO and assessment development
- tutoring support for all sites including AVID tutors as well as before and after school programs
- implement intervention courses and supports for students not obtaining mastery of standards
- licenses for supplemental reading programs
- Reading Specialist to support all middle and high school reading intervention programs
- extended day and extended year intervention programs

Goal 2- support ELs, Action 2.B, Action 2.C.

- EL Lead teachers to monitor progress of EL students and provide coaching for content area teachers on implementing the ELD standards as well as strategies to support EL students
- Bilingual tutors
- Newcomer's Academy program at LCC to provide intensive support for EL students who have been enrolled in US Schools for less than 18 months
- transportation support for students to participate in the Newcomer's program
- licenses for supplemental math and language development instructional programs.

Goal 3- college/career readiness, Action 3.B.

- Summer remediation programs
- AVID and College Readiness courses as well as AVID contract and training costs
- Part time CTE Counselor

Goal 4- school climate, Action 4.B.

- School Social Workers at all sites
- Having A Voice program

John Hattie, *Visible Learning* (2009), studied six areas that contribute to learning: the student, the home, the school, the curricula, the teacher, and teaching and learning approaches. Visible Learning research defines the core attributes/interventions of schooling that truly make a difference to student learning...the processing attributes that make learning “visible” to teachers, ensuring clear identification of the attributes, knowing the impact that they have on learning in the school for the student, the teacher and school leaders. The “visible” aspect also refers to making the teaching visible to the student, such that they become their own teachers, which is the core attribute of lifelong learning. For any particular attribute/intervention to be considered worthwhile, it needs to show improvement in student learning of at least an average gain----that is, an effect size of at least 0.40. Per Hattie’s research, the 0.40 is the hinge-point for identifying what is and what is not effective. Hattie calls this the “Zone of Desired Effects”-the influences that have the greatest impact on student achievement. Hattie developed a system of ranking various influences in different meta-analyses according to their effect sizes. He ranked those influences, from 1 being the highest influence to 150 being the lowest influence, which are related to learning outcomes from very positive effects to very negative effects on student achievement. The LCAP was developed specifically utilizing research-based instructional strategies and high quality professional development, that rank above 0.40 per Hattie’s research to provide the most effective programs and services to improve student learning which include; Multi-Tiered Systems of Intervention, extended day and extended year intervention programs, Math Support, Systematic English Language Development, Academic Vocabulary, Peer Tutoring, Teacher-Student relationships, Restorative Practices that are the most effective in order to prepare students to be successful and to be college and career ready.

San Dieguito Union High School District will offer a variety of programs and supports specifically for English learners, low income students and foster youth that all students will benefit from when teachers are trained in successful strategies. These include: ELD classrooms, ELD Professional Development specialists, EL leads at most sites, targeted instructional support materials in literacy and mathematics, partnerships with organizations to provide mentoring and tutoring for struggling students, after school tutoring and intervention programs, an expansion of the College Readiness program in both middle schools and high schools, courses in Read 180 Universal, reading enhancement and academic language development. In addition, SDUHSD is committed to providing professional learning for staff, counseling support, summer intervention programs, explore blended learning opportunities, allocate funds directly to school sites for targeted support of struggling students, who are data shows are more often English Learners and Low Income students, provide services and support to increase parent involvement and McKinney Vento programs to support homeless youth.

In addition to actions/services listed in above, we will also implement the following:

- Continue to research and share best practices to inform professional learning to support accelerated language acquisition and academic achievement for English Learners, including long term English Learners.
- Continue to identify students in need of extended learning time and enroll them in appropriate support classes and programs.
- Development of CTE pathways aimed at all students including identifying processes to communicate the pathways to students and families.
- Continue to refine and expand MTSS model to increase students’ social-emotional health



LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

\$1,942,051

Percentage to Increase or Improve Services

1.87%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

2017-18 Unduplicated students represent approximately 9% of SDUHSD's enrollment in 2016-17. SDUHSD's LCFF supplemental fund allocation is budgeted districtwide for expenditures to increase student achievement, support English Learners (ELs), increase college and career readiness for our graduates and improve school climate. LCFF allocated funds will be effectively utilized to support the goals, actions and services described in the LCAP to support all students and targeted student groups.

LCFF supplemental funds are being expended on the following actions and services that are principally directed towards unduplicated students:

Goal 1- student achievement, Action 1.B.

- professional development for teachers on differentiating instruction, implementation of standards, use of instructional technology, strategies to support ELs, and ELO and assessment development

- tutoring support for all sites including AVID tutors as well as before and after school programs
- implement intervention courses and supports for students not obtaining mastery of standards
- licenses for supplemental reading programs extended day and extended year intervention programs

Goal 2- support ELs, Action 2.B, Action 2.C.

- EL Lead teachers to monitor progress of EL students and provide coaching for content area teachers on implementing the ELD standards as well as strategies to support EL students
- Bilingual tutors
- Newcomer's Academy program at LCC to provide intensive support for EL students who have been enrolled in US Schools for less than 18 months
- transportation support for students to participate in the Newcomer's program
- licenses for supplemental math and language development instructional programs.

Goal 3- college/career readiness, Action 3.B.

- Summer remediation programs
- AVID and College Readiness courses as well as AVID contract and training costs
- CTE counselor (part-time) will provide additional support to districts counselors on data driven master scheduling, alternative options for at-risk students to complete high school graduation requirements as well as promoting and communicating with stakeholders regarding new and existing CTE pathways.

Goal 4- school climate, Action 4.B.

- School Social Workers at all sites
- Having A Voice program

John Hattie, Visible Learning (2009), studied six areas that contribute to learning: the student, the home, the school, the curricula, the teacher, and teaching and learning approaches. Visible Learning research defines the core attributes/interventions of schooling that truly make a difference to student learning...the processing attributes that make learning "visible" to teachers, ensuring clear identification of the attributes, knowing the impact that they have on learning in the school for the student, the teacher and school leaders. The "visible" aspect also refers to making the teaching visible to the student, such that they become their own teachers, which is the core attribute of lifelong learning. For any particular attribute/intervention to be considered worthwhile, it needs to show improvement in student learning of at least an average gain---that is, an effect size of at least 0.40. Per Hattie's research, the 0.40 is the hinge-point for identifying what is and what is not effective. Hattie calls this the "Zone of Desired Effects"-the influences that have

the greatest impact on student achievement. Hattie developed a system of ranking various influences in different meta-analyses according to their effect sizes. He ranked those influences, from 1 being the highest influence to 150 being the lowest influence, which are related to learning outcomes from very positive effects to very negative effects on student achievement. The LCAP was developed specifically utilizing research-based instructional strategies and high quality professional development, that rank above 0.40 per Hattie's research, and programs including Multi-Tiered Systems of Intervention, extended day and extended year intervention programs, Math Support, Systematic English Language Development, Academic Vocabulary, Peer Tutoring, Teacher-Student relationships, Restorative Practices that are the most effective in order to prepare students to be successful and to be college and career ready.

San Dieguito Union High School District will offer a variety of programs and supports specifically for English learners, low income students and foster youth that all students will benefit from when teachers are trained in successful strategies. These include: ELD classrooms, ELD Professional Development specialists, EL leads at most sites, targeted instructional support materials in literacy and mathematics, partnerships with organizations to provide mentoring and tutoring for struggling students, after school tutoring and intervention programs, an expansion of the College Readiness program in both middle schools and high schools, courses in Read 180, System 44, Reading Enhancement and Academic Language Development. In addition, SDUHSD is committed to providing professional learning for staff, counseling support, summer intervention programs, explore blended learning opportunities, allocate funds directly to school sites for targeted support of struggling students, provide services and support to increase parent involvement and McKinney Vento programs to support homeless youth.

In addition to actions/services listed in above, we will also implement the following:

- Continue to research and share best practices to inform professional learning to support accelerated language acquisition and academic achievement for English Learners, including long term English Learners.
- Continue to identify students in need of extended learning time and enroll them in appropriate support classes and programs.
- Development of CTE pathways aimed at all students including identifying processes to communicate the pathways to students and families.
- Continue to refine and expand MTSS model to increase students' social-emotional health

## Appendix E

### Section 1: Enrollment

Table 1.1 Enrollment by Ethnicity and Student Groups

Student Group	2015-16		2016-17		2017-18		Change from prior year	3 year trend
	#	%	#	%	#	%		
<b>All Students (total enrollment)</b>	12,726		12,951		13,063		+0.9%	+
<b>Black or African American</b>	106	0.8%	98	0.8%	99	0.8%	-	=
<b>American Indian or Alaska Native</b>	44	0.3%	43	0.3%	37	0.3%	-	=
<b>Asian</b>	2,022	15.9%	2,107	16.3%	2,142	16.4%	+0.1%	=
<b>Filipino</b>	129	1.0%	122	0.9%	117	0.9%	-	=
<b>Hispanic or Latino</b>	1,671	13.1%	1,730	13.4%	1,833	14%	0.6%	=
<b>Native Hawaiian or Pacific Islander</b>	26	0.2%	24	0.2%	20	0.2%	-	=
<b>White</b>	8,460	66.5%	8,485	65.5%	8,366	64%	-0.5%	=
<b>Two or More Races</b>	268	2.1%	341	2.6%	449	3.4%	+0.8%	+
<b>Socioeconomically Disadvantaged</b>	1,094	8.6%	1,100	8.5%	1,534	11.7%	+3.2%	+
<b>English Learners</b>	484	3.8%	500	3.9%	521	4.0%	+0.1%	=
<b>Students with Disabilities</b>	1,404	11.0%	1,328	10.3%	1,298	9.9%	-0.4%	-
<b>Foster Youth</b>	4	0.03%	5	0.04%	2	0.02%	-0.02%	=
<b>Homeless Youth</b>	9	0.1%	12	0.1%	15	0.1%	-	=
<b>Migrant Education</b>	23	0.2%	17	0.1%	16	0.1%	-	=

### Student Achievement

Table 2.1 Smarter Balanced Assessment Results(Grades 7, 8, 11). Percent of students scoring in the Standard Met to Standard Exceeded range

ELA	All students			Redesignated Fluent English Proficient (RFEP)			English Learner (EL)			Students with Disabilities			Economically Disadvantaged		
	16'	17'	18'	16'	17'	18'	16'	17'	18'	16'	17'	18'	16'	17'	18'
<b>State</b>	49.0	48.6	<b>49.9</b>	58.0	57.7	<b>58.4</b>	13.0	12.1	<b>12.6</b>	14.0	13.9	<b>15.0</b>	35.0	35.5	<b>37.7</b>
<b>SD County</b>	56.0	55.7	<b>56.3</b>	65.0	64.8	<b>62.4</b>	18.0	16.4	<b>16.1</b>	19.0	19.0	<b>19.4</b>	41.0	40.4	<b>41.9</b>
<b>SDUHSD</b>	80	81.1	<b>80.3</b>	79	78.5	<b>81.1</b>	23	20.9	<b>25.6</b>	37	40.8	<b>41.2</b>	50	53.5	<b>59.0</b>
<b>LCC</b>	69	77.9	<b>64.8</b>	60	72.2	<b>50.0</b>	0	12.5	<b>6.7</b>	23	24.5	<b>17.7</b>	32	37.0	<b>37.0</b>
<b>SDA</b>	89	86.7	<b>78.5</b>	94	73.7	<b>61.2</b>	25	21.4	*	63	53.2	<b>42.4</b>	67	67.2	<b>64.7</b>
<b>CCA</b>	92	86.9	<b>90.4</b>	90	85.2	<b>97.7</b>	*	*	*	76	70.8	<b>60.7</b>	95	73.3	<b>80.0</b>
<b>TPHS</b>	79	68.3	<b>84.7</b>	82	67.7	<b>87.5</b>	32	41.7	<b>52.0</b>	26	21.7	<b>48.7</b>	52	41.7	<b>72.3</b>
<b>Sunset</b>	58	71.1	<b>61.8</b>	*	*	*	*	*	*	*	*	*	54	*	<b>56.3</b>

<b>OCMS</b>	78	74.9	<b>73.3</b>	76	71.2	<b>71.6</b>	13	10.9	<b>15.7</b>	23	28.6	<b>29.8</b>	50	51.8	<b>48.2</b>
<b>EWMS</b>	76	78.3	<b>78.8</b>	49	56.4	<b>64.4</b>	26	19.2	<b>9.1</b>	38	43.9	<b>46.2</b>	31	39.0	<b>59.5</b>
<b>DMS</b>	76	79.4	<b>76.1</b>	59	75.0	<b>72.4</b>	22	18.2	<b>10.0</b>	32	42.4	<b>40.6</b>	50	55.3	<b>54.5</b>
<b>CVMS</b>	85	86.1	<b>84.9</b>	90	88.9	<b>87.4</b>	29	21.6	<b>34.4</b>	43	44.1	<b>43.6</b>	57	62.7	<b>67.5</b>
<b>PTMS</b>	89	88.8	<b>86.3</b>	81	85.7	<b>93.7</b>	*	33.3	<b>39.3</b>	43	54.2	<b>51.4</b>	53	61.0	<b>70.8</b>
	<b>All students</b>			<b>Redesignated Fluent English Proficient (RFEF)</b>			<b>English Learner (EL)</b>			<b>Students with Disabilities</b>			<b>Economically Disadvantaged</b>		
<b>Math</b>	16'	17'	<b>18'</b>	16'	17'	<b>18'</b>	16'	17'	<b>18'</b>	16'	17'	<b>18'</b>	16'	17'	<b>18'</b>
<b>State</b>	37.0	37.6	<b>38.7</b>	40.0	40.8	<b>41.5</b>	12.0	12.3	<b>12.6</b>	9.0	13.9	<b>11.9</b>	23.0	24.6	<b>26.2</b>
<b>SD County</b>	44.0	43.6	<b>44.3</b>	43.0	43.8	<b>43.3</b>	15.0	15.7	<b>15.2</b>	15.0	15.1	<b>15.1</b>	27.0	28.0	<b>29.3</b>
<b>SDUHSD</b>	71	71.7	<b>72.2</b>	69	68.0	<b>72.0</b>	28	31.0	<b>33.5</b>	26	28.0	<b>28.1</b>	36	41.2	<b>44.4</b>
<b>LCC</b>	56	56.1	<b>49.0</b>	40	38.9	<b>30.0</b>	5	6.3	<b>0.0</b>	8	6.1	<b>11.8</b>	16	14.9	<b>19.3</b>
<b>SDA</b>	64	65.0	<b>58.9</b>	30	35.1	<b>29.9</b>	25	0.0	*	26	25.5	<b>21.2</b>	21	39.1	<b>37.7</b>
<b>CCA</b>	80	75.7	<b>81.9</b>	78	81.5	<b>92.0</b>	*	*	*	53	58.3	<b>42.3</b>	75	66.7	<b>60.0</b>
<b>TPHS</b>	62	56.7	<b>69.2</b>	80	58.1	<b>80.3</b>	34	45.8	<b>62.5</b>	5	11.1	<b>17.6</b>	34	30.6	<b>52.9</b>
<b>Sunset</b>	9	15.6	<b>17.0</b>	*	*	*	*	*	*	*	*	*	8	*	<b>12.5</b>
<b>OCMS</b>	64	64.8	<b>60.0</b>	56	50.7	<b>45.2</b>	8	12.8	<b>3.9</b>	21	20.5	<b>14.6</b>	34	39.9	<b>28.3</b>
<b>EWMS</b>	71	72.5	<b>74.3</b>	59	59.0	<b>57.8</b>	14	19.2	<b>18.2</b>	26	31.7	<b>35.9</b>	29	37.3	<b>46.4</b>
<b>DMS</b>	74	73.7	<b>75.0</b>	54	71.7	<b>74.6</b>	4	13.0	<b>15.0</b>	33	35.1	<b>33.7</b>	42	47.4	<b>51.6</b>
<b>CVMS</b>	83	84.3	<b>82.6</b>	86	83.7	<b>89.2</b>	62	63.5	<b>62.3</b>	36	40.3	<b>39.8</b>	53	64.7	<b>66.7</b>
<b>PTMS</b>	84	81.9	<b>82.9</b>	84	84.6	<b>88.3</b>	*	46.7	<b>53.6</b>	36	33.3	<b>29.7</b>	47	48.8	<b>62.5</b>

\*number of students is too small to generate results

**Table 2.2** Smarter Balanced Assessment Results (Grades 7, 8, 11). Scale Score Difference from Standard (Level 3 scale score).

ELA	All students			English Learner (EL)			Students with Disabilities			Socioeconomically Disadvantaged		
	17'	18'	change	17'	18'	change	17'	18'	change	17'	18'	change
<b>SDUHSD</b>	76.1	75.9	=	-12.9	-7.1	=	-5.7	-11.5	=	5.1	15.3	+
<b>LCC</b>	67	31.2	-	-95.4	-119.4	-	-60.1	-86.5	-	-49.3	-51.9	=
<b>SDA</b>	94.8	79.7	-	-23.7	-23.2	=	4.5	-9.8	-	35.4	37.5	=
<b>CCA</b>	109.2	125.3	+	120.7	21.8	-	34.3	14.5	-	77.3	79.7	=
<b>TPHS</b>	48.3	95.6	+	-8.8	32.8	+	-62.9	-26.4	+	-22.2	45.3	+
<b>Sunset</b>	15.4	8.1	=	*	*	*	*	*	*	*	*	*
<b>OCMS</b>	57	52.4	=	-31.7	-31	=	-23.5	-22.3	=	-0.1	-2	=
<b>EWMS</b>	62.1	62.7	=	-44.9	-50	=	-5.8	-11.9	=	-25.7	9.2	+
<b>DMS</b>	60.3	50.6	=	-11.1	-38.2	-	-11.9	-16	=	9.7	-1.1	-

<b>CVMS</b>	93	90.4	=	18.1	29.8	+	26.6	10.8	-	33.5	46.2	+
<b>PTMS</b>	93.1	89.4	=	18.6	30.2	+	26.8	27.3	=	24.5	32.1	=
	<b>All students</b>			<b>English Learner (EL)</b>			<b>Students with Disabilities</b>			<b>Socioeconomically Disadvantaged</b>		
<b>Math</b>	<b>17'</b>	<b>18'</b>	<b>change</b>	<b>17'</b>	<b>18'</b>	<b>change</b>	<b>17'</b>	<b>18'</b>	<b>change</b>	<b>17'</b>	<b>18'</b>	<b>change</b>
<b>SDUHSD</b>	59.8	61.6	=	-29.7	-17.2	+	-48.8	-48.1	=	-36.8	-18.6	+
<b>LCC</b>	4.9	-12.7	-	- 126.5	- 182.7	-	-152	-153.6	=	-113	-114.3	=
<b>SDA</b>	33.4	20	-	- 110.1	-87.6	+	-79	-89.6	-	-27.5	-34.5	=
<b>CCA</b>	76.7	108	+	114	44.2	-	-2.1	-17.9	-	71.7	36.4	-
<b>TPHS</b>	20.1	52.8	-	-15.8	25.2	+	-115.9	-102.3	+	-69.9	6.3	+
<b>Sunset</b>	- 106.2	- 102.7	=	*	*	*	*	*	*	*	*	*
<b>OCMS</b>	39.1	29.2	=	-66.9	- 74.5	=	-71.4	-70.6	=	-35.8	-46.4	-
<b>EWMS</b>	55.5	57.3	=	-86.2	-76.8	=	-41.3	-41.3	=	-66.6	-18.4	+
<b>DMS</b>	60.3	56.8	=	-37.5	-27.4	+	-40.6	-38.5	=	-22.5	-12.6	=
<b>CVMS</b>	103.1	100.5	=	54	56.9	=	6.1	6.2	=	4.8	53.6	+
<b>PTMS</b>	94.6	94.1	=	33	42.7	=	-3.2	1.6	=	-13.4	18.7	+

\*number of students is too small to generate results

For more information about Scale Score Difference from Standard please access the CDE's guidance [here](https://www.cde.ca.gov/ta/ac/cm/documents/academicindicator.pdf) (https://www.cde.ca.gov/ta/ac/cm/documents/academicindicator.pdf)

## English Learners

**Table 2.1** Reclassification rate for English Learners, multi-year trend, Number and Percentage of EL students who were reclassified as Fluent English Proficient

	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>
<b>SDUHSD</b>	61 (11.6 %)	137 (25.4 %)	93 (19.2%)	101 ( 20.2 %)
<b>LCC</b>	7 (6.9 %)	13 (12.4 %)	4 (4.1%)	13 ( 12.0 %)
<b>SDA</b>	3 (4.8 %)	4 (5.8 %)	13 (24.1%)	10 ( 24.4 %)
<b>CCA</b>	0 (0.0 %)	15 (8.2 %)	0 (0.0 %)	10 ( 38.5 %)
<b>TPHS</b>	21 (15.2 %)	50 (32.3 %)	34 (26.0%)	25 ( 19.2 %)
<b>Sunset</b>	0 ( 0.0 %)	4 ( 36.4 %)	0 (0.0 %)	0 ( 0.0 %)
<b>OCMS</b>	7 (11.7 %)	12 (24.0 %)	19 (33.9%)	18 ( 36.0 %)
<b>EWMS</b>	2 (6.5 %)	5 (20.8 %)	1 (3.8%)	4 ( 14.8 %)

<b>DMS</b>	15 (30.6 %)	12 (48.0 %)	6 (28.6%)	12 ( 46.2 %)
<b>CVMS</b>	17 (21.0 %)	21 (26.9 %)	16 (22.5%)	7 ( 9.9 %)
<b>PTMS</b>	n/a	1 ( 0.0%)	0 (0.0%)	2 ( 14.3 %)

**Table 2.2** Overall Performance Level breakdown on the 2018 English Language Proficiency Assessment (ELPAC) for California by school

	<b>Level 4</b>	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>
<b>SDUHSD</b>	52%	22%	13%	13%
<b>LCC</b>	12%	23%	16%	49%
<b>SDA</b>	41%	24%	35%	0%
<b>CCA</b>	93%	7%	0%	0%
<b>TPHS</b>	60%	19%	14%	7%
<b>Sunset</b>	43%	43%	14%	0%
<b>OCMS</b>	44%	25%	15%	16%
<b>EWMS</b>	39%	35%	22%	4%
<b>DMS</b>	68%	32%	0%	0%
<b>CVMS</b>	68%	26%	6%	0%
<b>PTMS</b>	63%	17%	10%	10%

### College and Career Readiness Indicators

**Table 3.1** Advanced Placement Exam results

<b>Year</b>	<b>% Passing</b>	<b># of Tests Taken</b>	<b># of Testers</b>	<b>Avg # of Tests/Student</b>
<b>2010</b>	80.1	6335	2838	2.23
<b>2011</b>	79.9	6728	2938	2.29
<b>2012</b>	82.5	6760	2999	2.25
<b>2013</b>	79.9	7135	3106	2.29
<b>2014</b>	81.5	7185	3002	2.39
<b>2015</b>	81.0	7462	3073	2.42
<b>2016</b>	82.8	7357	3052	2.41
<b>2017</b>	*	7734	3177	2.43
<b>2018</b>	*	8069	3264	2.5

**Table 3.2 UC/CSU eligibility rates by site and subgroup, 3 year trend. Number and Percent of 12th Grade Graduates Completing all Courses Required for U.C. and/or C.S.U. Entrance.**

	All		English Learner		Socio-Economically Disadvantaged		Students with Disabilities	
	16-17	17-18	16-17	17-18	16-17	17-18	16-17	17-18
<b>State</b>	46.8 %	49.6%	21.9%	22%	40.3%	40.8%	13.9%	14.6%
<b>SD County</b>	52.0 %	59.8%	31.1%	27.9%	46.7%	47.9%	22%	22.8%
<b>SDUHSD</b>	1,576 (77.7%)	1,649 (80.3%)	36 (41.4%)	27 (29.0%)	161 (59.4%)	175 (57%)	66 (33.7%)	73 (39%)
<b>LCC</b>	320 (72.6%)	294 (73.3%)	2 (14.3%)	4 (15.4%)	33 (50.8%)	34 (46.6%)	12 (30%)	13 (26.5%)
<b>SDA</b>	274 (72.1%)	366 (80.3%)	6 (37.5%)	7 (31.8%)	41 (60.3%)	56 (60.2%)	12 (28.6%)	15 (32.6%)
<b>CCA</b>	442 (92.3%)	551 (92.3%)	*	*	31 (86.1%)	40 (88.9%)	19 (67.9%)	29 (69%)
<b>TPHS</b>	537 (77.8%)	436 (76.2%)	22 (46.8%)	9 (24.3%)	56 (60.2%)	44 (50.6%)	23 (29.1%)	16 (38.1%)
<b>Sunset</b>	3 (8.1%)	2 (8.0%)	*	*	0 (0.0%)	1 (12.5%)	0 (0.0%)	*

\*number of students is too small to generate results

**Table 3.3 Cohort graduation rates by site and student group**

	All students			English Learner			Socio-Economically Disadvantaged			Students with Disabilities		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
<b>State</b>	83.8	86.7	87.3	72.6	71.5	72.6	79.8	83	83.9	66.1	67.4	68.7
<b>SD County</b>	81.9	85.5	86.3	66.5	68.0	70.3	76.2	79.7	80.7	62.6	64.8	65.0
<b>SDUHSD</b>	95.5	94	96.2	79.0	72.5	82.3	83.7	81.9	89.5	82.7	78.7	83.5
<b>LCC</b>	94.0	91.7	94.1	42.4	35.9	66.7	72.4	69.9	82.0	83.6	66.7	77.8
<b>SDA</b>	99.7	97.2	98.9	100	94.1	100.0	100	94.4	98.9	97.8	93.3	97.9
<b>CCA</b>	99.8	99.6	99.5	100	*	*	100	100	100	97.8	100.0	97.7
<b>TPHS</b>	97.1	96.5	97.4	89.5	92.2	88.1	92.2	95.9	96.7	76.9	84.9	79.2

\*number of students is too small to generate results

**Table 3.4 1 Early Assessment Program (EAP) multi-year results**



Percent of students who scored in the "College Ready" range on the SBAC						
Site	English			Math		
	15-16	16-17	17-18	15-16	16-17	17-18
State	20	20	21	17	18	19
SD County	25	25	26	20	22	23
SDUHSD	49	44	45	37	48	50
CCA	69	64	69	53	50	64
SDA	54	53	51	36	32	32
TP	46	39	54	38	31	39
LCC	33	41	34	26	25	22
Sunset	13	27	26	2	7	8

Table 3.5 College and Career Indicator, Percent of Cohort Graduates who met the "Prepared" criteria

	All students		English Learner		Socio-Economically Disadvantaged		Students with Disabilities	
	2017	2018	2017	2018	2017	2018	2017	2018
SDUHSD	73.9	78.6	33.1	29.6	53.5	56.2	26.2	33.9
LCC	65.7	72.8	5.1	12.8	35.5	41.6	18.3	27
SDA	79.8	84.4	35.3	27.3	69.4	64.9	44.4	29.8
CCA	91.5	89.8	*	*	88.9	91.1	67.9	62.8
TPHS	72	72.7	43.1	38.1	54.7	55.6	16.1	28.3

#### District/School Climate

Table 4.1 Parent membership in PTSA/Foundation by site

Site	2018-19 Membership
CCA	
TP	
SDA	666
LCC	250
PTMS	570
CVMS	261
EWMS	153
DMS	180
OCMS	242

**Table 4.2** Participation in SDUHSD annual stakeholder survey

site	2014-15	2015-16	2016-17	2017-18	2018-19
<b>SDUHSD</b>	1,018 (8% increase)	1,802 (77% increase)	4,432 (146% increase)	3,689 (16% decrease)	
<b>CVMS</b>	229	174	1,047	1,653	
<b>DMS</b>	119	194	518	789	
<b>EWMS</b>	82	147	305	545	
<b>OCMS</b>	124	157	489	571	
<b>PTMS</b>	-	44	272	367	
<b>CCA</b>	188	256	578	1,118	
<b>SDA</b>	139	319	632	977	
<b>TPHS</b>	125	220	507	916	
<b>LCC</b>	266	154	407	723	
<b>Sunset</b>	2	11	39	39	

**Table 4.3** 17-18 Chronic Absenteeism by site and student group

	All Students	English Learners	Socio-economically Disadvantaged	Students with Disabilities
<b>State</b>	11.1	11.1	13.9	18.4
<b>SD County</b>	11	13.2	14.7	17.9
<b>SDUHSD</b>	8.6	15.3	15.5	15.4
<b>LCC</b>	12.2	34	26.1	17.3
<b>SDA</b>	8.7	7.1	11.4	17.8
<b>CCA</b>	5.4	0	10.9	9.9
<b>TPHS</b>	10.2	13.3	13.1	19.5
<b>Sunset</b>	75.7	76.9	77.8	69.2
<b>CVMS</b>	4.4	4.8	7.4	6.1
<b>DMS</b>	8.1	5.0	15	10.8
<b>EWMS</b>	5.3	8.3	8.8	9.6
<b>OCMS</b>	7.4	14.3	13.7	11.2
<b>PTMS</b>	3.4	6.5	6.3	10.4

\*number of students is too small to generate results

**Table 4.4** Truancy rates by site, 3 year trend

	13-14	14-15	15-16	16-17
<b>State</b>	31.12	31.43	34.05	
<b>SD County</b>	24.63	25.04	25.57	
<b>SDUHSD</b>	48.46	55.05	52.54	
<b>LCC</b>	58.29	65.91	68.38	
<b>SDA</b>	62.29	77.48	63.24	
<b>CCA</b>	54.55	52.47	41.07	
<b>TPHS</b>	55.12	64.10	71.57	
<b>Sunset</b>	36.71	96.31	80.28	
<b>CVMS</b>	24.86	28.88	28.84	
<b>DMS</b>	26.73	24.31	31.58	
<b>EWMS</b>	34.76	41.99	43.44	
<b>OCMS</b>	37.59	37.98	29.40	
<b>PTMS</b>	n/a	n/a	16.97	

\*2016-17 data not available as of 5/15/19

**Table 4.5** Cohort high school dropout rate by site and subgroup, 3 year trend

	All		English Learner		Socio-Economically Disadvantaged		Special Education	
	16-17	17-18	16-17	17-18	16-17	17-18	16-17	17-18
<b>State</b>	6.7	6.7	14.1	14.4	8.6	8.6	11	11.6
<b>SD County</b>	6.1	5.3	14	12	8.6	7.7	9.5	9.7
<b>SDUHSD</b>	2.9	2.2	15	12.4	10.6	7.6	5.2	5.8
<b>LCC</b>	4.4	3.8	43.6	28.2	20.4	12.4	6.7	7.9
<b>SDA</b>	1.3	0.9	*	*	2.8	1.1	0	0
<b>CCA</b>	0.2	0.2	0	0	0	0	0	0
<b>TPHS</b>	1.7	1.0	0	2.4	2.1	1.1	5.4	5.7

**Table 4.6** Multi-year Expulsion data

	2014-15	2015-16	2016-17	2017-18
<b>Cumulative Enrollment</b>	12,926	13,008	13,209	13,328
<b>Unduplicated Count of Students Expelled</b>	8	10	17	9
<b>Expulsion Rate</b>	0.06%	0.08%	0.13%	0.07%

**Table 4.7** Multi-year Suspension data

	2014-15	2015-16	2016-17	2017-18
<b>Cumulative Enrollment</b>	12,926	13,008	13,209	13,328
<b>Total Suspensions</b>	219	281	465	349
<b>Unduplicated Count of Students Suspended</b>	178	207	366	271
<b>Suspension Rate</b>	1.4%	1.6%	2.8%	2.0%
<b>Percent of Students Suspended with One Suspension</b>	85.4%	76.8%	80.6%	79.7%
<b>Percent of Students Suspended with Multiple Suspensions</b>	14.6%	23.2%	19.4%	20.3%

**Table 4.8** Suspension Rate and Unduplicated Count of Students Suspended by Ethnicity and Student Group

	2015-16	2016-17	2017-18
<b>All Students</b>	1.6% (207)	2.8% (366)	2.0% (271)
<b>Black or African American</b>	7.0% (8)	3.8% (4)	5.4% (6)
<b>American Indian or Alaska Native</b>	0.0% (0)	11.4% (5)	5.2% (2)
<b>Asian</b>	0.5% (10)	1.0% (21)	0.9% (19)
<b>Filipino</b>	0.8% (1)	0.8% (1)	1.7% (2)
<b>Hispanic or Latino</b>	2.4% (42)	3.5% (63)	3.7% (71)
<b>Native Hawaiian or Pacific Islander</b>	0.0% (0)	8.3% (2)	0%
<b>White</b>	1.6% (142)	3.1% (265)	1.9% (165)
<b>Two or More Races</b>	1.5% (4)	1.4% (5)	1.3% (6)
<b>Socioeconomically Disadvantaged</b>	4.1% (53)	5.5% (72)	4.1% (74)
<b>English Learners</b>	2.4% (13)	3.6% (20)	3.8% (22)
<b>Students with Disabilities</b>	5.1% (76)	6.7% (95)	6.2% (87)
<b>Foster Youth</b>	*	*	*
<b>Homeless Youth</b>	16.7% (2)	11.8% (4)	6.5% (2)

\* No data

**Table 4.9** Suspension Rate by Site

	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>State</b>	3.8%	3.7%	3.6%	3.5%
<b>SD County</b>	3.0%	2.7%	2.8%	2.8%
<b>SDUHSD</b>	1.4%	1.6%	2.8%	2%
<b>CCA</b>	1.0%	0.8%	0.8%	1%
<b>TP</b>	1.0%	1.1%	2.7%	1.4%
<b>SDA</b>	1.2%	1.7%	5.0%	2.6%
<b>LCC</b>	1.4%	1.6%	3.0%	2.4%
<b>Sunset</b>	4.6%	10.8%	5.7%	10.6%
<b>PTMS</b>	-	0.4%	1.1%	1.5%
<b>CVMS</b>	1.5%	1.3%	1.8%	1.3%
<b>EWMS</b>	2.2%	1.5%	3.1%	3.3%
<b>DMS</b>	1.9%	1.6%	3.7%	
<b>OCMS</b>	1.7%	3.7%	3.7%	4.2%