South San Francisco Unified School District
Goals, Actions and Services 2019-2020

GOAL # 1	Academic Achievement- The district will provide a high quality curricular program for students that will raise student proficiency on the California Common Core State Standards as measured by overall academic achievement on state assessments, CA Dashboard results, Interim Assessment Data and ELPAC/ Reclassification Data.

ACTION # 1 Ensure that all students will be served by teachers who are appropriately trained, assigned and fully credentialed in their subject areas.

	Action/Service	Cost	Funding Source
1.1-1	Recruit and retain highly qualified staff a. Provide annual stipend for SPED teachers ($2,000/Teacher for 19-20) b. Provide funds for teachers to earn CTE credentials for CTE compliance ($1,500 preliminary & $2,500 clear CTE credential)	a. 130,000 b. See 1.6.-1 b	a. LCFF Base b. CTE Incentive Grant(CTEIG) Strong Workforce Program(SWP)
	c. Provide ongoing training for administrators in evaluating employee performance d. Develop training protocols for new certificated and classified staff new to the position e. Attend up to 7 job fairs in order to recruit the most qualified staff to SSFUSD (Asst Supt HR) f. Provide virtual and face-to-face coaching for administrators (site and district), via Hulce Consulting Group (HCG), focusing on implementing Performance Management at the district and select sites, supporting the implementation of Scope	c. No Additional Cost d. No Additional Cost e. No Additional Cost f. 225,700	c. N/A d. N/A e. N/A f. LCFF Base

	& Sequence, determining rigor and relevance and creating a system of assessments g. Continue new teacher induction program, which focuses on new certificated staff members will participate in the District's Induction Program.	g. See 2.1-1	g.N/A

ACTION # 2 Provide students with access to standards aligned instructional materials

	Action/Service	Cost	Funding Source
1.2-1	a. Create a committee in order to adopt science curriculum at the 6-8 grade span b. Select and pilot instructional materials with middle school science teachers c. Recommend and adopt middle school science curriculum by June 2020 d. Recommended and adopt Elementary and high school recommendation and adoption to board of trustees by June 2021.	a .No Additional Cost b. No Additional Cost c. 1,000,000 d. 2,000,000	a. N/A b. N/A c. LCFF Base d. LCFF Base

ACTION # 3 Ensure that our facilities are well maintained and safe. Ensure that all staff and students know how to respond in case of an emergency. Ensure that all intercoms, phones and cameras are in working condition.

	Action/Service	Cost	Funding Source
1.3.-1	a. Complete all FIT (Facility Inspection Tool Reports) for all school sites to ensure all facilities are safe and well maintained b. Evaluate and check all safety equipment (phones, intercom system) annually c. Train all administrators on how to use all safety equipment in order to be prepared in case of an emergency d. Conduct all required safety drills (earthquake, duck and cover, intruder) as required by law (Big 5 protocol) e. Establish and secure centralized security management f. Ensure designated staff with security camera access have appropriate training g. Establish security system operation procedure, confidentiality and use policy	a. No Additional Cost b. No Additional Cost c. No Additional Cost d No Additional Cost e.10,000 f. 2,000 g. No Additional Cost	a.N/A b.N/A c.N/A d.N/A e.LCFF Base f. LCFF base g.N/A

ACTION # 4 Increase College and Career Readiness for all students.

	Action/Service	Cost	Funding Source
1.4.-1	a. Evaluate College and Career Readiness platforms (Naviance/California College Guidance Initiative) and provide recommendation to Board of trustees for adoption in June 2020 b. Support District AVID (Advancement Via Individual Determination) program at SSFHS & ECHS	a.No Additional Cost b. Costs broken down c-e	a.N/A b.LCFF Supplemental

	c. Maintain AVID District Coordinator (2 Sections) d. Maintain AVID site coordinator - SSFHS (1 Section) e. Maintain AVID site coordinator - ECHS (1 Section) f. Continue supporting AVID PD in order to support teachers with the implementation of AVID strategies g. Increase recruitment efforts at middle schools and high schools in order to increase enrollment in AVID sections to a minimum of 20 students per section. h. Increase AVID seniors a-g rate will increase by 5% annually until we reach 90%. (2018 a-g rate was 64%)	c.40,000 d.20,000 e.20,000 f.TBD g.No cost h.No Additional Cost	c.LCFF Supplemental d.LCFF Supplemental e.LCFF Supplemental f.Site funds g.N/A h.N/A
1.4.-2	a. Offer online courses and provide credit recovery opportunities for students during the school day as well as after school school b. Continue annual contract with Edgenuity for ECHS, SSFHS & Baden c. Create a handbook and update policies for Edgenuity implementation in SSFUSD	a.No Additional Cost b.200,000 c.No Additional Cost	a.N/A b.LCFF Supplemental c.N/A
1.4.-3	a. Offer Summer School opportunities for all interested students b. Offer STEAM summer enrichment learning experiences for elementary and middle school students. c. Enhance STEAM summer school program via SSAE grant i. Train for staff (VAPA instructional strategies) Ii. Purchase instructional materials Iii. Extend summer school day to incorporate VAPA instruction d. For Migrant Education students - all SS programs e. For Special Education students-ESY programs f. For acceleration for math in Middle School g. For enrichment for math in middle school - Elevate h. To make up graduation and/or a-g requirements - core HS SS programs i. For acceleration for math in high school - Algebra II	a.-i. 1,000,000 (total)	a.-i. SSAE 481,777 Title IV - SSAE 61,581 Migrant- 20,000 SPED - 160,000 Title I - 83,000 Title III - 75,000 LCFF Supplemental - 118,642
1.4.-4	a. Provide dual enrollment opportunities at ECHS, SSFHS and Baden via our partnerships with the San Mateo Community College District b. Provide 70 students in SSFUSD the opportunity to participate in the Middle College Program at Skyline College	a.No Additional Cost b.500,000	a.N/A b.LCFF Supplemental
1.4.-5	a. Provide a district College Fair in order to share information with students on post secondary options after graduation	a.20,000	a.LCFF Supplemental
1.4.-6	a. Meet with guidance counselors at least 4-6 times per year to develop a comprehensive counseling program b. Support high school counselors to ensure all students enroll in the courses needed to meet graduate requirements and a-g requirements (if applicable) by	a.No Additional Cost b.No Additional Cost	a.N/A b.N/A

	evaluating and reviewing student transcripts		
1.4.-7	Utilize the Smarter Balanced System to support teaching and learning a. Administer and review learning data from Interim Assessment Blocks b. Administer and review learning data from Interim Comprehensive Assessments c. Utilize Digital Library d. Monitor completion of CAASPP assessments for all students and all subgroups e. Provide data from CAASPP assessments in order to assist sites in determining SPSA goals in alignment with LCAP goals f. Provide training to all SPED teachers to upload all accommodations into TOMS (February 2020) before the CAASPP assessment window	a.-f. No additional cost	a-f. N/A
1.4.-8	Utilize data from College Board assessments to measure the essential knowledge and skills for college and career readiness a. Examine AP Potential scores to increase course access for underrepresented groups b. Research and discuss the possibility of implementing an open enrollment policy for AP courses to increase access of underrepresented subgroups c. Research and possibly purchase a program to provide additional preparation for AP exams (Albert IO)	a. No Additional Cost b. No Additional Cost c. No Additional Cost	a. N/A b. N/A c. N/A
1.4.-9	Analyze the district's current system of assessments and monitor student progress. Share data with staff and stakeholders. a. Create a list of current assessments and create a chart which includes: (Assessment, purpose of assessment, frequency, when data shared, etc.) b. Research and purchase a reading and math inventory program to assist in placement of courses at all grade levels (NWEA-MAP) c. Provide training in analyzing Literacy data (F&P, SBAC-ELA, Brigance, and ELPAC) and engage in two Cycles of Inquiry per school year d. Monitor student achievement levels on all standardized exams and district benchmark assessments (SBAC, ELPAC, Interim Assessments and District Common Formative Assessments). e. Statistician/Data Analyst will ensure accurate CALPADS data, provide student data (specifically for unduplicated students) to the site, and facilitate data learning sessions f. Determine SIS and data management system SSFUSD will make a decision on current SIS and data management system g. Provide data literacy training for all staff	a.-d. No Additional Cost e. 35,000 f.No Additional Cost g. No Additional Cost	a.-d. N/A e.LCFF Base f.N/A g.N/A

ACTION # 5 Provide students with a broad course of study in order to ensure that students are college and career ready when they graduate from SSFUSD.

	Action Services	Cost	Funding Source
1.5.-1	a. Revise El Camino High School's bell schedule in order to increase student access (Change from 6 period traditional schedule to 7 period modified block schedule b. Revise South San Francisco High School's bell schedule in order to increase student access (Change from 6 period traditional schedule to 7 period modified block schedule c. Implement At ECHS & SSFHS, an Advisory/Intervention period will be put in place to assist students with academic and socio-emotional needs d. Provide training to sites (if needed and requested) on how to best plan and deliver high quality instruction in a block schedule format e. Maintain 8 hour period block schedule to support students at the middle school level, which includes additional time for supports, interventions, and enrichment activities for students. f. Provide master schedule training for counselors and site administrators serving all secondary schools (SIS training & 13 elements of a student centered master schedule) g. Collaborate with SSFCTA in order to uniform start and end times for all schools in order to ensure that all staff can participate in district collaboration days (by grade span -K-5, 6-8 and 9-12) h. Work with SSFCTA to place three Professional Development days on 2020-2021 district calendar	a.200,000 (up to 10 additional sections @ ECHS) b. 200,000 (up to 10 additional sections @ SSFHS) c.Up to 10,000 per site d.10,000 e.340,000 250,000 f.10,000 g.No Additional Cost h.No Additional Cost	a.LCFF Supplemental b.LCFF Supplemental c.Site funds d.LCFF Supplemental e.LCFF Base LCFF Supplemental f.LCFF Supplemental g.N/A h.N/A

ACTION #6 Career Technical Education (CTE): SSFUSD will strengthen and expand the Career Technical Education (CTE) pathway program to increase both access and college and career readiness.

	Action Services	Cost	Funding Source

1.6.-1	Career Technical Education (CTE) a. Maintain 0.8 CTE Coordinator to oversee implementation of three (3) Year CTE Plan, with specific focus on ensuring all CTE Pathways are high quality, increasing participation in CTE classes and expanding of pathways. b. Provide stipends for teachers attaining a Designated Subjects Career Technical Education (DSCTE) credential. Teachers will receive a stipend of $1,500 for attaining a preliminary (DSCTE) credential and $2,500 for clearing the credential. c. Provide support for CTE curriculum development to ensure high-quality curriculum and instruction and alignment to community college courses d. Initiate process to align CTE facilities to industry standard e. Fund 2.0 FTE CTE sections to increase CTE pathway access ● SSFHS: Biotech (0.2), Media Arts (0.2), Computer Science (0.2) ● ECHS Biotech (0.2) Media Arts (0.2), Culinary/Hospitality (0.2) f. Deepen relationship with local community colleges and increase CTE dual enrollment g. Continue to submit a minimum of 1 CTE course per high school as an "g" elective course h. Increase the amount of CTE courses that offer industry recognized certifications. 2020/2021 Focus i. Explore the feasibility of having an official Career Technical Student Organizations (CTSO) charter and leadership activities are embedded in the CTE curriculum. j. Ensure all pathways have an Advisory Committees that include Business/Industry Participation k. Begin exploring the creation and implementation of middle school electives that align to high school CTE pathways l. Ensure all CTE data is accurately collected and reported so the district meets all reporting requirements to CDE/Federal Government for CTEIG, Strong Workforce Program and Perkins grants.	a. 104,000 b. 12,000 c. 10,000 d. 325,000 e. 120,000 f. No Additional Cost g. 1,000 h. No Additional Cost i. 5,000 j. No Additional Cost k. No Additional Cost l. No Additional Cost (CTE Coordinator)	a. Split between LCFF Supplemental & SWP(52,000 each funding source) b.CTEIG c. (SWP) d. CTEIG (224,000)Fund 40(101,000) e. SWP f. N/A g. LCFF Supplemental h. N/A i.CTEIG j.N/A k.N/A l.N/A

ACTION #7 Implement California State Standards and Professional Learning Communities across all curricular areas.

	Action Services	Cost	Funding Source
1.7.-1	CCSS English Language Arts Implementation: Revise and refine TK-12 scope and sequence, administer 2 common formative assessments, conduct two district supported cycles of inquiry and develop rubrics to score and calibrate student learning data districtwide. a. TK-5 Elementary ELA/ELD TOSA (1)	a. 95,000	a.LCFF Supplemental

	i. Lead TK-5 Teacher Leadership Teams ii. Oversee creation and assist with implementation of ELA/ELD TK - 5 scope and sequence iii. Oversee creation and administration of common formative assessments iv. Support creation and implementation of common district data analysis protocol v. Lead grade level teams in PLC cycle of inquiry vi. Provide PD related to scope and sequence implementation vii. Support teachers with instructional shifts of Common Core b. Secondary ELA/ELD TOSAs (2) i. Lead Middle and High School Teacher Leadership Teams ii. Oversee creation and assist with implementation of middle school math scope and sequence iii. Oversee creation and administration of common formative assessments iv. Support creation and implementation of common district data analysis protocol. v. Lead grade level teams in cycle of inquiry vi. Provide PD related to scope and sequence implementation vii. Support teachers with instructional shift of CC c. TK - 5 TLT Meetings (7 Teams X 21 people X 40 Hours) d. 6 - 11 TLT Meetings (6 Teams X 18 People X 40 Hours) e. Attend professional development opportunities as provided by district for TOSA's f. Attend the Art of Coaching Teams Institute during the 2019-2020 year	b. 190,000 c. 42,000 d. 36,000 f.15,000 g.3,000	b.LCFF Supplemental c.LCFF Supplemental d.LCFF Supplemental f.LCFF Supplemental LCFF Supplemental
1.7.-2	CCSS - Mathematics Implementation Revise and refine 6-12 scope and sequence, administer 2 common formative assessments and develop rubrics to score and calibrate student work districtwide. (Math K-5 scope and Sequence work will continue in 20-21). a. Fund Middle School Math TOSA (1) i. Lead 6-8 Math Teacher Leadership Teams (TLTs) ii. Oversee creation and assist with implementation of middle school math scope and sequence iii. Oversee creation and administration of common formative assessments iv. Support creation and implementation of common district data analysis protocol. v. Oversee and lead grade level teams in cycle of inquiry vi. Provide PD related to scope and sequence implementation vii. Support teachers with instructional shift of CC b. Fund High School Math TOSA (1) i. Lead 9-12 Math Teacher Leadership Teams	a. 118,000 b. 95,000	a.LCFF Supplemental b.LCFF Supplemental

	ii. Oversee creation and assist with implementation of middle school math scope and sequence iii. Oversee creation and administration of common formative assessments iv. Support creation and implementation of common district data analysis protocol. v. Oversee and lead grade level teams in PLC cycle of inquiry vi. Provide PD related to scope and sequence implementation vii. Support teachers with instructional shift of CC c. Fund 6 - 11 TLT Meetings (6 Teams X 18 People X 40 Hours) d. Attend professional development opportunities as provided by district for TOSA's e. Develop standard placement procedures and criteria for all math courses f. Attend the Art of Coaching Teams Institute during the 2019-2020 year	c. 36,000 d. 10,000 e.No Additional Cost f.2,000	c.LCFF Supplemental d.LCFF Supplemental e.N/A f.LCFF Supplemental
1.7.-3	Next Generation Science Standards (NGSS) Implementation a. Fund Elementary Science TOSA (1) i. Oversee implementation of NGSS Implementation Plan ii. Lead Elementary Science TLT and support facilitation with Middle School Science TLT iii. Research and provide recommendation for the amount of mandatory science minutes in all elementary classes devoted to all students engaging in NGSS aligned learning experiences iv. Revise and assist with implementation of fully integrated 5th-grade NGSS Chocolate Company Unit v. Initiate Elementary NGSS Curriculum Adoption process: Elementary School Pilot: 2020/2021 vi. Draft NGSS Professional Learning Plan (PLP) vii. Provide PD to elementary teachers to support the instructional shifts of NGSS viii. Assist with middle school NGSS pilot Middle School: Pilot 2019/2020 school year ix. Assist with Genentech Futurelab programming x. Support teachers with NGSS instructional shifts b. Fund Secondary Science/Biotechnology TOSA i. Solidify adoption of high school 3 year specific model pathway for NGSS (April 2019) ii. Oversee implementation of NGSS Implementation Plan iii. Lead Secondary Science TLTs iv. Oversee development of middle and high school science scope and sequence v. Oversee and directly support Biotechnology Pathway vi. Oversee middle school NGSS curriculum pilot	a. 95,000 b. 97,500	a. LCFF Supplemental b.Genentech Grant

	vii. Initiate high school NGSS Curriculum Adoption process. H.S. Pilot: 2020/2021 viii. Establish science lab equipment, supplies and consumable funds ix. Provide targeted professional development x. Support teachers with NGSS instructional shift c. Fund Elementary TLT Meetings (1 Team X 6 People X 15 Hours) d. Fund Secondary TLT Meetings (2 Teams X 11 People X 15 Hours) e. Support NGSS Adoption Process (Middle School 19-20) (see 1.2.-1 c) f. Support Chocolate Company Implementation : (25 teachers X 5 Hours) g. Attend professional development opportunities as provided by district for TOSAs h. Fund purchasing of NGSS equipment and materials i. Fund annual Biotechnology Pathway Materials and equipment j. Expand implementation of Science from Scientist elementary science bridge program from 1 school to 6 schools k. Attend the Art of Coaching Teams Institute during the 2019-2020 year	c. 4,500 d. 8,500 e. see 1.2.-1 c f. 6,500 g. 5,000 h. 10,000 i. .25,000 j. 40,000 k. 2,000	c. LCFF Supplemental d. LCFF Supplemental e. see 1.2.-1 c f. Genentech Grant g. LCFF Supplemental h. Genentech Grant i. Genentech Grant j. Genentech Grant (25,000) Title I (15,000) k. LCFF Supplemental
1.7.-4	History - Social Science Implementation a. Provide training for IMPACT California via McGraw - Hill for all 6-12 Social Science teachers in order to familiarize staff with social science adoptions and all resources. b. Provide PD opportunities for Social Science teachers to assist in the transition to the C3 framework (College, Career and Civil) for the Social Science Standards c. Work with Social Science teachers to determine next steps in transitioning to the C3 framework (Scope and Sequence, Inquiry Arc, Dimensions)	a.15,000 b. No Additional Cost c.No Additional Cost	a.LCFF Supplemental b.N/A c.N/A
1.7.-5	Health Implementation a. Partner with Health Connected in order to deliver Comprehensive Sexual Health Education instruction to all 8th grade students as defined by CA Education code. i. 8-10 hours per class for approximately 20 sections ii.Provide 1 Family talk workshop to parents/guardians and community members	a.26,000	a.LCFF Base
1.7.-6	Examine and refine district collaboration days a. Create a definition and purpose of collaboration in SSFUSD	a.No Additional Cost	a.N/A
1.7.-7	Research and determine options for training staff on Professional Learning Communities implementation for 2020-21	a.No Additional Cost	a.N/A
1.7.-8	Instructional Framework - start training in spring 2020 or fall 2020 a. Create an application for staff to apply to be a part of the Instructional Framework/Instructional Coaching committee b. Meet monthly for 2 hours to determine next steps for implementation and	a.No Additional Cost b.13,500	a.N/A b.LCFF Supplemental

	determine a training schedule for district (up to 15 members/9 meetings) c. Develop a communication process/protocol to share information with all staff	c.No Additional Cost	c.N/A
1.7.-9	Research and adopt Instructional Coaching model -training to begin during Spring/summer 2020 a. Create Instructional Coaching Committee, who will assist the district in determining the Coaching model we will adopt in SSFUSD. b. Create A job description for an Instructional Coach will need to be created and approved by SSFCTA and Board of Trustees c. The Low Performing Student Block Grant will be used to fund some Instructional Coaching sections for the 2020-21 school year	a.TBD b.No Additional Cost c. No Additional Cost in 2019-20	a.N/A b.N/A c.N/A
ACTION # 8 Provide additional academic supports for all students in literacy and mathematics.			
	Sub-Action/Service	Cost	Funding Source
1.8.-1	a. Provide 1 RTI Intervention Specialist at each elementary site (9 total) b. All students will be tested in grades k-5 at least twice per year using the F & P Benchmark Assessment System (BAS) c. Purchase BAS kits for all certificated members in grades K-5 d. Students that score 2 or more grade levels will receive additional supports via the RTI Intervention Specialist e. RTI Intervention Specialist will report and share data twice a year with District Office (December & May) f. RTI Intervention Specialist will conduct district wide and on site trainings to ensure that all staff can administer the BAS g. RTI Intervention Specialist will assist in training staff on calibration of BAS (Reading records) h. RTI Intervention Specialists will use district data analysis protocol to train staff to analyze student results and inform small group instruction in the classrooms i. Attend or receive professional development opportunities as provided by district for Reading Specialist Intervention staff j. Provide 1 section at SSFHS & ECHS for Algebra Intervention to support unduplicated students entering 9th grade needing math remediation k. Fund a Pre-K-3rd grade coach will support the Big Lift program and work to ensure that all students are proficient at reading by grade 3 with a particular focus on English Learners and low income students. l. Research, pilot and select a phonics program. Implementation of the new phonics program will be in 2020-2021	a.855,000 b.10,000 (pay for subs) c. 100,000 d.No Additional Cost e.No Additional Cost f.No Additional Cost g.No Additional Cost h. No Additional Cost i. 15,000 j. 40,000 k. 95,000 l. No Additional Cost	a.LCFF Supplemental b.LCFF Supplemental c.LCFF Supplemental d.N/A e.N/A f.N/A g.N/A h.N/A i. LCFF Supplemental j.LCFF Supplemental k.34,000 (LCFF Supplemental) & 61,000 (Big Lift) l. N/A
ACTION # 9 Provide Academic support for English Learners and monitor progress.			

	Sub-Action/Service	Cost	Funding Source
1.9.-1	a. Provide a K-12 ELD Curriculum and Instruction Specialist that will assist in supporting schools with intervention supports, monitoring EL student progress, and providing training for the six ELD Intervention TOSA's. b. Provide six ELD Intervention TOSA's one per each site at (Los Cerritos, Martin, Spruce, Sunshine Gardens, Parkway and SSFHS) to provide intervention supports for EL students. ELD Intervention TOSA's will provide professional development for site staff on instructional supports and strategies during site collaboration at least three times per year. c. Increase hours of Bilingual aides at Title I sites d. Fund additional 3.6 FTE certificated sections and 2.4 classified sections for Newcomer program to serve English Learner students that have entered the United States (0-12 months) with language and cultural transition. (Parkway -1.0/ALMS-1.0/SSFHS-1.6) e. Increase Bilingual paraprofessional hours so they are supporting English Learner students the entire school day. Priority will be given to sites with the largest percentage of English Learner students (non-Title I sites) f. Determine placement criteria for all ELD courses at the secondary schools g. Maintain and/or increase before, during and after school academic interventions for EL's, Foster Youth, Low income and Migrant students h. Provide academic interventions (Academic Centers) funded by SMCOE at our five Title I schools (We will find out our funding allocation in July/August 2019) i. Continue to implement the district EL Roadmap plan for 2019-20 j. Research and determine the Fit and Feasibility of implementing the Sobrato Early Academic Language (SEAL) model k. Fund the training of three ELD Intervention TOSA's to become Guided Language Acquisition on Design (GLAD) certified trainers during the summer of 2019. Trainers will conducta minimum of up to three trainings at our schools that have an ELD Intervention TOSA's.	a.95,000 b.570,000 c. 275,000 d. 350,000 (Certificated) 150,000 (Classified)(0 .8 @ALMS, Parkway , SSFHS) e.410,000 f.No Additional Cost g.22,000 h.26,478 LC-2,360 Martin-4,788 Spruce-10,966 SG-3,276 Parkway-5,088 i.-j. No Additional Cost k. 10,000	a.LCFF Supplemental b.LCFF Supplemental c.LCFF Supplemental d.LCFF Supplemental LCFF Base e.LCFF Supplemental f.N/A g.Migrant Education h.Local Categorical - SMCOE i.-j. N/A k.Title III

ACTION # 10 Provide academic support for foster youth and homeless students and monitor progress.

	Sub-Action/Services	Cost	Funding Source
1.10.-1	a. Identify students/families in order to expand Foster Youth and Homeless services to support (use County Office database and obtain information via the enrollment process and interaction with staff) b. Provide financial allocations for Foster Youth and Homeless students to provide monies for basic needs, school supplies, and transportation	a.No Additional Cost b.75,000	a.N/A b.LCFF Supplemental

ACTION # 11 Provide additional allocation via LCFF Supplemental monies to school sites to support our at risk students in order to meet their academic, behavioral and socio-economic needs.

	Sub-Action/Services	Cost	Funding Source
1.11.-1	a. Allocate funds to all school sites from the LCFF Supplemental account to support our students in order to meet their academic, behavioral and socio-emotional needs.	a.784,155	a.LCFF Supplemental

Site	*Allocation*
Buri	55,693
JS	29,098
LC	28,171
Martin	37,438
MV	49,114
Pondo	38,086
Skyline	37,252
Spruce	47,817
SG	33,360
Alta Loma	64,867
Parkway	56,898
WMS	56,620
Baden	9,915
ECHS	117,412
SSFHS	122,414

ACTION # 12 Provide additional allocation via LCFF Supplemental monies to school sites to support our English Learner students in order to meet their academic, behavioral and socio-economic needs.

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<tr><th></th><th>Sub-Action/Service</th><th>Cost</th><th>Funding Source</th></tr>
<tr><td>1.12.-1</td><td>a. Allocate funds to all school sites from the LCFF Supplemental account to support our English Learner students in order to meet their academic, behavioral and socio-emotional needs.</td><td>a.556,799
<table><tr><th>Site</th><th>Allocation</th></tr><tr><td>Buri</td><td>19,909</td></tr><tr><td>JS</td><td>7,828</td></tr><tr><td>LC</td><td>12,592</td></tr><tr><td>Martin</td><td>45,094</td></tr><tr><td>MV</td><td>19,739</td></tr><tr><td>Pondo</td><td>13,953</td></tr><tr><td>Skyline</td><td>20,250</td></tr><tr><td>Spruce</td><td>45,434</td></tr><tr><td>SG</td><td>15,995</td></tr><tr><td>Alta Loma</td><td>12,252</td></tr><tr><td>Parkway</td><td>33,182</td></tr><tr><td>WMS</td><td>11,741</td></tr><tr><td>Baden</td><td>2,893</td></tr><tr><td>ECHS</td><td>10,550</td></tr><tr><td>SSFHS</td><td>28,587</td></tr><tr><td>District</td><td>256,800</td></tr></table></td><td>a.LCFF Supplemental</td></tr>
<tr><td colspan="4">Action # 13 Provide academic support for students with disabilities and monitor progress.</td></tr>
<tr><th></th><th>Sub-Action/Services</th><th>Cost</th><th>Funding Source</th></tr>
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1.13.-1	Increase Base Programs and services for student with disabilities a. Add a mild to moderate K-5 program at Buri Buri b. Add a moderate to severe K-2 program at Los Cerritos c. Add a Speech and Language Therapist d. Add 2 School Psychologists e. Increase all SPED paraeducators to 6 hours f. Contracted services including alternative placements g. Non-Public School program h. Provide certification training for SSFUSD SPED teacher so she can provide (Non Violent Crisis Prevention) for our SPED paraprofessionals i. Hire a 0.4 FTE TOSA Special Education to provide mentoring support to new SPED teachers (Intern support) j. TOSA SPED will conduct monthly teacher leadership team meetings k. Discuss the possibility of adding a Therapeutic Transitional Support Program (TSS) in the district for 2020-2021(Middle School) l. Discuss the possibility of adding an Emotional Disturbed (ED) in the district for 2020-2021(High School) m. Continue to provide training to all SPED staff n. Define roles of SPED Department head/Lead across all schools in the district in order to support a system of communication and collaboration o. Define all SPED Programs in the district in order to uniform nomenclature and provide standardized information to all stakeholders at IEP's p. Provide training on IEP compliance and assist in monitoring documents/files q. Examine SPED staffing and discuss the possibility of adding the following positions in 2020 -2021: i.Program Administrator ii.Occupational Therapist iii.Mental Health coordinator iv.Behaviorist (BCBA or ABA) r. Examine our current preschool programs and provide the structure to embed more inclusive practices/opportunities for our students with disabilities. s. Transportation is provided to eligible special education students	a.100,000 b.100,000 c.120,000 d.250,000 e.TBD f.TBD g.TBD h.3,000 i.40,000 j.5,000 k.No Additional Cost l.No Additional Cost m.10,000 n.No Additional Cost o.No Additional Cost p.No Additional Cost q.No Additional Cost r.No Additional Cost s.1,700,000	a-g. LCFF Base & Restricted Special Education h.LCFF Base i.LCFF Base j.LCFF Base k.N/A l.N/A m.LCFF Base n.N/A o.N/A p.N/A q.N/A r.N/A s. Restricted Special Education
1.13.-2	Curriculum and Instruction a. Implement Unique curriculum for Life Skills Programs (curriculum + PD)	a. 25,000 b. 100,000	a.LCFF Base b.LCFF Base

	b. Implement SPIRE Curriculum for Reading Intervention and Phonics c. Implement Goalbook curriculum to promote CCSS aligned IEP goals d. Create a committee to assist the district in selecting a district wide universal Dyslexia assessment	c. TBD d. No Additional Cost	c.TBD d.N/A
ACTION # 14 Increase mental health supports to assist students in having a safe and healthy lifestyle.			
1.14.-1	a.Continue to partner with Youth Service Bureaus a branch of the YMCA of SF to provide a school based counseling program at some of our schools in the district. b.Mental Health trainees placed on the following elementary and middle school sites (Spruce 5 days/wk)(SG3 days/wk)(LC 2 days/wk)(ALMS 1 day/wk)(WMS 1 day wk)(Parkway 1 day/wk) (The SSFPD pays for 1 counseling day each at SG and LC) c.Middle School Safety advocates will be placed at our middle schools (ALMS, Parkway & WMS) to provide emotional and behavioral counseling, psycho-social groups, and intervention services focused on crises and violence prevention on campuses. d. High School Advocates will coordinate school safety activities which include direct services, prevention services, crisis assessment and crisis intervention and response (Baden 2 days-17 hrs/wk and ECHS/SSFHS-4 days- 33 hrs/wk) e.SSFUSD would like to increase our school based counseling programs with Youth Service Bureau (YSB) in order to place clinicians at the following elementary sites that did not have any counseling services in previous years. (Buri - 2 days) (Skyline - 2 days)(Ponderosa- 2 days)(JS-2 days)(Monte Verde - 2 days)(Martin-2 days)	a.-d. 234,815 e. 240,452	a.-d. LCFF Base e.LCFF Base
1.14.-2	a.At SSFHS only, partner with the Hazelden Betty Ford group to implement the Building Assets Reducing Risks (BARR).The BARR model is a strengths based model which provides a comprehensive approach to meeting academic, social and emotional needs of all students. The BARR model uses eight interlocking strategies that build intentional relationships, and utilizes real time data to monitor results. The eight interlocking strategies are: 1) Focus on the whole student 2) Provide professional development for teachers, counselors and administrators 3) Use I-Time Curriculum to foster climate for learning (socio –emotional learning) 4) Create cohort of students 5) Teacher teams will hold weekly meetings to evaluate student's academic progress to determine appropriate interventions 6) Conduct risk review meetings to determine appropriate supports from the	a.44,000	a. LCFF Supplemental (29,000) Site Funds (15,000)

	community 7) Engage families in student learning – (initial orientation meetings and create a parent advisory committee) 8) Engage administrators to engage the BARR model into the culture of the school b.Provide a 0.2 FTE section for a site coordinator for BARR Implementation	 b. 20,000	 b.Site funds
Action # 15 Implement and monitor district wide attendance policies			
1.15.-1	a. Provide training for all site administrators and classified staff that assist with attendance procedures at the school site level. b.Provide training with our Student Information System (Infinite Campus) in order to use Attendance module to send out notifications letters as needed. c. Uniform all attendance codes in Infinite Campus and train staff on the when to use which Attendance code d. Standardize attendance/truancy letters across all school sites e. Define the exact number of absences that will trigger an attendance notification f. Create a process and monitor implementation of our district wide attendance policies	a. -f.5,000	a-f.LCFF Base
Action # 16 Create an Alternative to Suspension Program.			
1.16.-1	a.Hire a certificated member to oversee the Alternative to Suspension (ATS) program b.Partner with Youth Service Bureau to provide direct services (Curriculum and mental health counseling) on the designated two days of the ATS program c.Create an informational document that will outline the purpose of the ATS program, selection criteria regarding what offenses will be referred to ATS, select metrics to measure effectiveness, create a communication process with school sites and the district Office (anticipated start date late fall or January 2020)	a.150,000 b.40,000 c.No Additional Cost	a.LCFF Base b.LCFF Base c.N/A

ACTION # 17 Improve technology infrastructure and to ensure that all staff and student have access to reliable tech devices.			
	Sub-Action/Service	Cost	Funding Source
1.17-1	a. Update server infrastructure and redesign the the network architecture	a. 168,000 b. No Additional Cost	a. LCFF Base b.N/A

	b. Separate and clearly state our replacement schedule for school sites tech devices (IPADS, Computers, Tablet) c.Identify & establish system standards and hardware policies d.Establish monitoring and metrics for the infrastructure	c. -d. No Additional Cost	c. -d. N/A

ACTION # 18 SSFUSD will analyze current systems, structures and processes and develop, communicate and implement systems to support student and staff efficiency and learning.

	Sub-Action/Service	Cost	Funding Source
1.18-1	a. Hire a 0.40 FTE Technology TOSA i. To Research, identify, and catalog existing instructional software solutions aligned to instructional framework ii. Create a technology skills scope and sequence document for K-5 aligned to CCSS Digital Literacy and technology skills to support students in ELA/ELD, mathematics And the history and technical subject areas. iii. Create a technology skills scope and sequence document for 6-12 aligned to CCSS Digital Literacy and technology skills to support students in ELA/ELD, mathematics And the history and technical subject areas. iii. Assist the district in creating/selecting a digital citizenship curriculum and create an Implementation plan (Common Sense Media) iv. TOSA will conduct monthly teacher leadership meetings v. TOSA and Technology Teacher Leadership teams (TLT) will provide professional development opportunities for staff b. Document, standardized and systemize the system of systems (create a handbook listing all procedures/processes in EDS, Business, HR, Student Services) c. Research and identify common data types and reports required to support student academic success	a. 40,000 b.-c. No Additional Cost	a. LCFF Supplemental b.-c. N/A
1.18-2	a. Align and maintain a department handbook with policies and procedures that are inclusive and focus on continuous improvement (Human Resources & Student Services, Business and Educational Services) b. Each department ((Human Resources & Student Services, Business and Educational Services) will continue to convert at least 3 existing forms/documents from paper to electronic in order to increase efficiency	a. No Additional Cost	a. N/A

1.18-3	a. Research and identify common data types and reports required to support student academic success	a. No Additional Cost	a. N/A

ACTION # 19 SSFUSD will provide experiential learning opportunities (Outdoor Education) for students in our elementary schools

	Sub-Action/Service	Cost	Funding Source
1.19.-1	a.SSFUSD will provide a 2,000 allocation to each elementary school site in order to support students having the opportunity to participate in the Outdoor education program at Camp Gulch.	a. 18,000	a.LCFF Base

ACTION # 20 SSFUSD will analyze our current system and move towards providing equitable outcomes for our students and staff by examining the 5 P's (People, Processes, Practices, Procedures, Programs)

	Sub-Action/Service	Cost	Funding Source
1.20-1	a. SSFUSD will look at two existing practices, policies, procedures or programs and standardize the practice, policy or procedure throughout the district or grade span (Possible 5 P's: Removing recess for students as a punitive measure (Elementary), non participation in middle and high school graduation activities/ceremonies, Homework policy, placement criteria) b. SSFUSD Departments (Business, Human Resources & Student Services and Educational Services) will analyze our practices and policies and make the shift towards allocating resources to school sites based on equity rather than equality	a.No Additional Cost b.No Additional Cost	a. N/A b.N/A

GOAL # 2	Professional Development - Identified classified staff, certificated and administrative staff will participate in professional development to create capacity and expertise in curriculum program implementation based on the development of scope and sequence as measured by walkthrough observations and other evidence (artifacts and student work).

ACTION # 1 Teachers will participate in professional development and training through the Induction program facilitated by our Induction Staff and outside agencies to ensure standards aligned practices, to support socio emotional health and to ensure student access to standards aligned materials.

	Sub-Action/Service	Cost	Funding Source
2.1-1	All beginning teachers eligible for the induction program, will receive support from a mentor to fulfill the requirements for a California Clear Teaching Credential. a. Hire an Induction Coordinator to oversee the District Induction Program b. Hire and Induction teacher to assist the Induction Coordinator in training, facilitating meetings and providing district support to Induction staff to ensure that each certificated member meets all the requirements to earn their preliminary credential c. Induction mentor teachers will attend 6 seminars per year to receive ongoing mentor training and support from the Induction Leadership Team d. Hire 6 lead mentors to provide ongoing coaching and support. e. Coordinate and maintain program requirements to adhere to CTC Induction Standards f. Contract with SMCOE Induction Program for SPED teachers g. SPED Interns teachers will receive structured support from mentors h. Provide a series of professional development and training to support best teaching practices to support district's adopted instructional frameworks. (Presenter & teacher stipend) 3 topic focus with a series of 3 sessions each	a.164,200 b.120,000 c.135,000 d.3,000 e.25,000 f.45,000 g.10,000 h.25,000	a. LCFF Base - 82,100 LCFF Supplemental - 82,100 b. LCFF Base c.LCFF Base d.LCFF Supplemental e.LCFF Supplemental f. LCFF Base g.General Fund h. General Fund
2.1-2	a. Explore contracting with outside agencies/consultants to provide needed training to staff and parents (Common Core, Cultural Competence, equity work, restorative practices, mindset work, positive behavioral systems, socio-emotional programs such as PAX/Soule Shoppe) to ensure students and teachers have access to standards aligned materials that support those practices and provide emotional support to students. Staff will identify the best way to monitor implementation.	a.102,639	a.LCFF Base
2.1.-3	a. Teacher Leadership teams in elementary and secondary ELA/ELD, math, science, social studies, Instructional technology, and Special education will between 5 and 9 times per year to continue to plan and implement scope and sequence, prioritize standards, develop common formative assessments and interventions. Work will be focused on alignment and equity for unduplicated students. b. Once the Instructional Framework is approved by the Board of Trustees, a committee will be created to work on the following: i. Research and select and Instructional Coaching Program ii.Create a job description for Instructional Coaches iii. Create an organizational chart that will explain the hybrid coaching program Some positions will be a full time release position and while sections/positions will be allocated at school sites. iv.Select the instructional focus (Planning & Preparation, Classroom environment, Instruction or Professional Responsibilities) from one of the domains or a certain number of instructional strategies from each domain to learn and start training staff	a.See goal 1 action 7,8,9 b. 15,000	a.LCFF Supplemental b. LCFF Supplemental

	in 2020-2021 v.Develop training schedule for Instructional Coaches in order to be prepared to implement the Instructional framework in 2020-21 c. Training will be provided to EL staff (classified and certificated on the following: (New ELD standards, ELD framework, Cycle of inquiry, and supporting EL students)Specific consultants will provide an instructional focus (AVT, GLAD) on supporting EL students. d. Curriculum and Instruction Specialists (CIS) will meet weekly with Director of Innovation to plan, design, implement Scope and sequence work. Curriculum and Instruction Specialists will also attend monthly Educational Services meetings in order to report out Scope and Sequence implementation. e. Provide professional development opportunities for classified staff such as: i. SPED Paraprofessionals - Participated training in nonviolent crisis prevention ii A proposal form will be created so classified staff can request to attend professional Development workshops/trainings aligned to district LCAP goals and priorities Iii. Site administrators and selected classified and certificated staff will be trained in how to use Automated External Defibrillators (AED's). AED's have been purchased via Heart Project and was funded by Measure K. SSFUSD will be staff to attend the trainings on how to use AED's.	c. 50,000 d. No Additional Cost e. 26,000 f. 5,000	c.LCFF Supplemental d.N/A e.Classified Professional Block Grant f.LCFF Supplemental

Goal #3	Student, Parent & Community Engagement Improve parent school engagement through an increase in participation in site and district parent groups such as SSC, PTSA, DELAC, ELAC, AAPAC as well as in other parent meetings as measured by attendance sign in sheets.

ACTION # 1 SSFUSD will develop consistent communication with parents via email, parent surveys, district and site websites, school messenger phone system, mailers, meetings, Facebook, and other social media platforms to keep open lines of communication with parents and to communicate positive news stories.

	Sub-Action/Service	Cost	Funding Source
3.1-1	a. Hire a Public Information Officer to assist the district in developing a	a.110,000	a.LCFF Base

	communication plan/strategy with all stakeholders		

ACTION # 2 SSFUSD will continue to provide various opportunities for our students to increase engagement and enhance the school culture.			
	Sub-Action/Service	Cost	Funding Source
3.2-1	a. Provide Co-curricular opportunities at all grade levels-services include athletics, coaching stipends, 1.2 FTE elementary music, art, PE enrichment activities.	a.600,000	a.LCFF Base

ACTION # 3 Improve parent school engagement through an increase in participation in site and district parent groups such as SSC, PTSA, DELAC, ELAC, AAPAC, SPED PAC as well as in other parent meetings as measured by attendance sign in sheets.			
	Action/Service	Cost	Funding Source
	a. Continue to have 5-6 District Advisory English Learner Committee(DELAC) meetings in order to provide parents with pertinent information on the district's English learner programs and LCAP. Provide opportunities for parent workshops by outside consultants. b. Continue to have 5-6 African American Parent Advisory Committee (AAPAC) meetings in order to provide information on such as discipline, district programs, LCAP and ways the district can close the achievement gap. Provide opportunities for outside consultants. c. Create a Special Education Advisory Committee and have 4-5 meetings in order to provide parents with pertinent information: i.Serve as a resource to the school community on Special education issues ii. Develop a communication structure to inform parents of activities and resources available for students with special needs iii. Increase awareness of available service options iv. Provide parent education opportunities v. Provide direct feedback and support to SSFUSD district administration and the Board of trustees in developing programs (LCAP) and informational materials for parents. d. All Committees will serve food and provide childcare for our families to attend And be able to participate on our district committees.	a. - d. 25,000 e. 15,000	a. - d. LCFF Supplemental e. LCFF Supplemental

	e. Provide Common Core math nights for parents so they can support students at home (1,000 to each school site) f. SSFUSD will expand outreach to unduplicated students, including low income, EL, and Foster Youth outreach, to parents by personally inviting them to Upcoming district events, sending fliers home. g. Maintain the current level of Community Liaison positions and meet with them on a monthly basis. The Liaison will provide services to EL's, Foster Youth, and low income students and will develop consistent practices to support district students and families.	f. 10,000 g. 184,000	f.LCFF Supplemental g. LCFF Supplemental