

San Diego Unified Local Control Accountability Plan, 2016

Section (p. 14) concerning early learning investments, PreK-3rd

LCFF resources allocated: \$7,000 LCFF Base \$16,242,000 LCFF S/C

1.2.a. Support for Early Learning Programs (*All*) 1. The district will develop and implement a well-articulated pathway from pre-school through Grade 3, including language instruction (e.g., English Learner [EL] grade level goals, biliteracy and dual language instructional programs).

1.2.b. Support for Early Learning Programs - Student Groups (*FY, LI, RFEP, EL, H*)

1. Lower class size will be implemented in Transitional Kindergarten (TK) - Grade 3.
2. TK-3 students will receive differentiated instruction, to ensure reading proficiency by Grade 3.
3. Targeted intervention and support will be provided for at-risk learners.
4. Professional development for teachers will be provided on key topics including student centered teaching, early intervention and support, effective teaching practices, and parent communication. Training by cluster, and cross-cluster and out of district visits to observe best practices will be included.
5. Outcomes for TK and K students with disabilities will be improved by providing access to age- appropriate educational opportunities with non- disabled peers.
6. Communication and recruitment strategies will be provided to families to ensure all eligible students participate in Pre-K and TK.
7. A multi-year implementation of the Sobrato Early Academic Language (SEAL) model will be piloted to build early learning language and literacy skills capacity. The Sobrato Model is a comprehensive program of intensive, enriched language and literacy education for EL students in TK-Grade 3 that includes alignment of preschool and the K-3 system around a shared vision of powerful language development as the foundation for academic success, simultaneous academic language and literacy (including bilingual options), language-rich environments and instruction with an emphasis on expressive and complex oral language development and enriched vocabulary, text-rich curriculum to engage students with books and instill appreciation for reading and writing, language development through thematic units on science and social studies, and parent/home support for language and literacy development.

1.2.c. Support for Early Learning Programs - Student Groups (*SwD, AR*)

1. Targeted intervention and support will be provided for at-risk learners.
2. Outcomes for TK and K students with disabilities will be improved by providing access to age- appropriate educational opportunities with non- disabled peers.

https://www.sandiegounified.org/sites/default/files_link/district/files/dept/lcap/2016-17/2016-19%20LCAP%20Second%20Reading%20and%20Adoption,%206-28-16.pdf