

LCAP Year 2017–18 2018–19 2019–20

Local Control Accountability Plan (LCAP) and Annual Update

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

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

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

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: 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

San Diego Unified School District

Contact Name and Title

Cindy Marten, Superintendent of Public Education

Email and Phone

cmarten@sandi.net
619.725.5506

[2017-20 Plan Summary](#)

THE STORY (Briefly describe the students and community and how the LEA serves them.)

Overview

The San Diego Unified School District served 105,803 students in Grades TK-12 in the 2016-17 school year, and retained its rank as the second largest public school district in California. The district also served 2,498 pre-school students (infants and pre-formal, Early Childhood Special Education and State pre-school). The student population is extremely diverse, representing more than 15 ethnic groups and more than 60 languages and dialects.

Since its founding in 1854, the district has grown from a small, rented school building with one teacher to its current size—181 educational facilities and over 14,000 employees. Approximately 5,780 teachers are in classrooms at the district's various educational facilities, which include 108 traditional elementary schools, nine K-8 schools, 24 traditional middle schools, 22 high schools, 13 atypical/alternative schools, and five additional

program sites.

The San Diego Unified School District is proud to call itself one of the top large urban school districts in the United States. Measures include its top scores on state and local assessments, its leadership in areas such as instruction, technology, curriculum, neighborhood and specialty schools, career-technical education and food services. Its graduates include Hall of Fame sports stars, along with some of the nation's top scientists, writers and leaders.

Mission Statement

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

Vision 2020 Quality Schools in Every Neighborhood

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

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

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

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

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

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

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

San Diego Unified School District Fast Facts

- 105,803 students (2016-17, Grades K through 12)
- 2nd largest district in California
- 181 total educational facilities
- 117 elementary schools, including K-8
- 24 middle schools
- 22 high schools
- 13 atypical/alternative schools
- 5 additional program sites
- Ethnic diversity (students):
 - 44.6% Latino
 - 23.7% White
 - 8.9% Multi Racial

- 8.1% African-American
- 5.2% Indo-Chinese
- 4.9% Filipino
- 3.9% Asian
- .5% Pacific Islander
- .2% Native American
- 23.7% English Learners
- 58.5% eligible for free or reduced price meals
- 12,639 students with Individual Education Plans
- 8,077 students from military families
- 22,537 students designated for the Gifted and Talented Education (GATE) program
- 382 foster youth enrolled
- 6,058 homeless students enrolled
- \$1.3 billion annual operating budget

LCAP HIGHLIGHTS

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

The LCAP serves as the district's annual work plan. District staff report regularly to the Board of Education and the public on the progress of LCAP implementation, and the Superintendent's annual evaluation is based on the achievement of progress toward the LCAP goals. The district's six LCAP Goals remain unchanged and continue to be in alignment with Vision 2020. Specific Actions and Services within each Goal have been updated, or are continuing from 2016-17, as noted in the document. Due to the difficult but necessary budget decisions that have been made for the 2017-18 fiscal year, services described in the 2017-18 LCAP may be provided via changed delivery models; while the Goals remain the same, delivery of services may be different than past years.

Key themes that are evident throughout the 2017-18 LCAP include:

- Learning by Doing
- Whole Child Knowing
- Shared Responsibility
- Collective Response
- Capacity Building
- Student Centered Approach

- Student Empowerment
- Integration of Services
- Calibration of Services
- Equity and Access
- Reconnections
- Building Community
- Unlocking the Genius
- Strength-Based Approach

Specific updated Actions and Services of the 2017-18 LCAP include:

- Focus on student-centered coaching cycles and student goals
- Priority standards and proficiency scales as supports for schools
- Transition from Response to Instruction and Intervention (RTII) to Integrated Multi-Tiered Systems of Support (I-MTSS) to better serve student needs
- Focus on students with disabilities, including adjustments to Moderate/Severe services, targeted professional development and development of quality Transition Plans and Individual Education Plans (IEP)
- Early literacy focus on Grade 1
- Supports for secondary reading and writing, focusing on Tier 2 supports and core content strategies
- Revision of Goal 5, Family and Community Engagement, to reflect enhanced services that support all LCAP Goals

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, 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.

The district's 2016 cohort graduation rate of 91.2 percent is particularly noteworthy, especially given more rigorous graduation standards (UC 'a-g'). In addition, many traditionally underperforming student groups made more improvement compared to the district overall or to higher-performing student groups. For example, African American and Latino students' 2016 graduation rates increased by 2.0 and 2.7 points respectively. For 2016 UC 'a-g' completion rates, the district recorded an increase of 6.6 percentage points to a new high of 59.6%. African American and Latino students increased 9.6 and 7.1 points respectively. On the Smarter Balanced English language arts assessment, African American and Latino students increased by 5.4 and 5.1 percentage points respectively.

LCAP Goal 1.3. describes the district's plan to ensure graduation rates continue to increase for our traditionally underperforming students. The Office of Secondary Schools, area superintendents, and site counselors will develop a rubric to standardize districtwide expectations in identifying at-risk students. The Early Warning System (EWS) that was piloted by the Children and Youth in Transition (CYT) Department in 2016-17 for middle and high schools will continue. It is designed to identify the students at risk within the areas of attendance, D and F grades, Grade Point Average (GPA) by grading period, citizenship, chronic tardiness, chronic absence, suspensions, referrals, and high school credits earned. Students identified as at-risk are designated to receive Tier 2 and Tier 3 services and supports as needed. The Online Student Profile System (OSPS) that assesses students at risk of not meeting district graduation requirements will continue. Graduation rates and dropout prevention will be emphasized for students with disabilities, as informed by State Performance Plan Indicators for Special Education.

Children and Youth in Transition (CYT) staff will be centralized to support multiple schools in monitoring student progress toward graduation and access to advanced pathways, with emphasis on students with disabilities, English Learners (EL), youth in transition (foster, homeless), African American and Latino students. The GradNation Steering Committee will continue to monitor progress and follow up with identified students in the Grade 9 cohort to ensure a successful trajectory toward graduation.

GREATEST PROGRESS

Referring to the LCFF Evaluation Rubrics, 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?

On the Dashboard, there were no state indicators for which district overall performance was “red” or “orange.” Additional state and local data (e.g., graduation rates, state academic assessments, suspension rates) indicate focused attention is needed for students with disabilities, African American students, Latino students, and English Learners (EL).

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

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

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

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

GREATEST NEEDS

and Services of LCAP Goal 4.4.a. and b.

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

Referring to the LCFF Evaluation Rubrics, 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?

Results from the Dashboard reveal that only two groups, students with disabilities and English Learners (EL), compared to “all students” had performance gaps. The gaps include English Learners (EL) on the suspension indicator (“orange” level compared to “green” for all students) and students with disabilities on the graduation rate, English language arts, and mathematics indicators (“red” level compared to “green” for all students).

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PERFORMANCE GAPS

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

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

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

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

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased services for Low Income (LI) students include providing stronger Tier 1 support, ensuring access to a strong Integrated Multi-Tiered System of Support (I-MTSS), and ensuring access to Advanced Placement (AP) courses. The Office of Children and Youth in Transition (CYT) will support at risk youth including foster and homeless students by providing resource teachers by area to monitor and support students both academically and socially/emotionally while accessing district and community resources to meet their varied needs. Increased or improved services for English Learners (EL) will include online resource library (RELY) modules for administrators and teachers to access specific supports that can be applied in the general education classroom such as Argument (Integrated ELD) and Designated ELD supports and newcomers; student-centered coaching in which the Office of Language Acquisition (OLA) will work side by side with teachers and administrators to provide targeted language supports, intervention strategies, and student goal setting; targeting Pre-K through Grade 1 literacy and language supports; and GradNation monitoring for high school English Learners (EL) to ensure they remain on track for graduation.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year	\$ 1,317,046,025
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$ 1,307,431,635

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

The LCAP does not include the required reserves, or some unrestricted expenses like rentals. The LCAP also does not include restricted resources not specifically identified in the LCAP. For example, certain site specific funding sources (foundations, donations), Prop 39 expenditures and the STRS On-Behalf Pension Contribution.

\$ 991,476,899 Total Projected LCFF Revenues for LCAP Year