

# LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

## 2015-2016 PLAN

*User Friendly Version*



• San Diego Unified School District

June, 2015



## LCAP ~2015 – 2016 ~ User Friendly Version

The Local Control and Accountability Plan (LCAP) is an essential element of the State of California’s Local Control Funding Formula (LCFF). It provides a broad plan of how districts will provide actions, services, and supports to meet the goals established for their students, how progress toward the goals will be measured, and how related expenditures will be funded. The LCAP 2015-16 Plan is a key component of the LCAP, and provides a comprehensive overview of the on the year one (2015-16) of the LCAP 3- Year Plan. The full LCAP 3-year Plan is found in section two of the San Diego Unified School District’s 2015-18 LCAP, which is formatted within the state of California’s LCAP template. This *user-friendly version* contains the key LCAP elements and is presented in this format for ease of use and accessibility.

Six Goals comprise the 2015-16 Plan, which are grounded in our District Vision 2020 for Quality Schools in Every Neighborhood. The Vision 2020- 12 Quality Indicators are also our LCAP Local Priorities. These Local Priorities and the eight State Priorities are addressed in the LCAP, and referenced below.

### Information included for each Goal includes:

- Goal – and description of the goal
- Related State Priorities
- Related Local Priorities (12 Indicators)
- Metrics – Measurable Outcomes
- Planned Actions and Services, and
- Budgeted Expenditures and funding source:
  - LCFF Base
  - LCFF S/C (Supplemental/Concentration
  - Other funding sources (e.g., Title I, Title II, etc.)

### Local District Priorities

The Vision 2020 – 12 Quality Indicators are the Local District Priorities. They are referenced (by number) in each LCAP goal as *Local* Priorities.

District Priorities - Vision 2020 Quality Indicators
1. Closing the Achievement Gap
2. Broad and Challenging Curriculum
3. Quality Teaching
4. Quality Leadership
5. Professional Development for All
6. Community Engagement
7. Quality Support Staff
8. Supportive Environment that Values Diversity
9. High Enrollment of Neighborhood Students
10. Digital Literacy
11. Neighborhood Center with Services Focused on Neighborhood Needs
12. Safe and Well-Maintained Facilities

### State Priorities

The State Priorities are also referenced by number in each goal of the LCAP as *State* Priorities.

State Priorities
1. Basic
2. Implementation of State Standards
3. Parental Involvement
4. Pupil Achievement
5. Pupil Engagement
6. School Climate
7. Course Access
8. Other Pupil Outcomes

### LCAP Overview:

The following table provides an overview of the LCAP Goals and Action Areas as well as their alignment to the local and state priorities.

Goals	Action Areas	Local Priorities <i>Vision 2020 – Quality Indicators</i>	State Priorities
<p><b>1. Closing the Achievement Gap with High Expectations for All</b> All levels of the organization work to improve achievement for all students and close the achievement gap for all underperforming student groups</p>	<ol style="list-style-type: none"> <li>1. Multiple Measures and Data</li> <li>2. Support for Early Learning Programs</li> <li>3. Support for Secondary-level Student Access to High-level Coursework Leading to Graduation</li> <li>4. Supplemental School Allocations for Multiple Levels of Support</li> <li>5. Additional Intervention and Student Support</li> <li>6. Cultural Proficiency</li> <li>7. Additional Support for Students with Disabilities</li> <li>8. Additional Support for English Learners</li> <li>9. Additional Support for Foster Youth</li> <li>10. Additional Support for African, African-American, and Latino Students</li> </ol>	<ol style="list-style-type: none"> <li>1. Closing the Achievement Gap with High Expectations for All</li> </ol>	<ol style="list-style-type: none"> <li>4. Pupil achievement</li> <li>8. Other pupil outcomes</li> </ol>
<p><b>2. Access to a Broad and Challenging Curriculum</b> Students have equitable access to rigorous, well-rounded, standards-aligned curricula and access to a skill in applying technologies to leverage learning, assuring readiness for a full range of post-graduation options.</p>	<ol style="list-style-type: none"> <li>1. Pathways to College and Career Readiness</li> <li>2. Enriched and Enhanced Learning Opportunities</li> <li>3. Aligned District Course of Study and Curriculum</li> <li>4. Instructional Resources and Materials</li> <li>5. Additional Support for English Learners</li> <li>6. Instructional Programs and Services for Students with Disabilities</li> </ol>	<ol style="list-style-type: none"> <li>2. Access to a broad and challenging curriculum.</li> <li>10. Digital Literacy</li> </ol>	<ol style="list-style-type: none"> <li>1. Basic Services</li> <li>2. Implementation of State Standards</li> <li>5. Pupil Engagement</li> <li>7. Course Access</li> </ol>
<p><b>3. Quality Leadership, Teaching, and Learning</b> Effective leadership and teaching is evident system-wide with a unifying vision that equips and empowers all stakeholders to provide optimal student learning opportunities and outcomes.</p>	<ol style="list-style-type: none"> <li>1. Acquire, Develop, and Retain: Classroom Teachers, Certificated Support Personnel, and Site Administrators</li> <li>2. Develop Capacity of Beginning Teachers and Teachers in Need of Support</li> <li>3. District Systems to Develop Instructional Capacity</li> <li>4. Develop Leadership Capacity</li> <li>5. Professional Development – Standards, Instruction, and Support</li> </ol>	<ol style="list-style-type: none"> <li>3. Quality teaching</li> <li>4. Quality leadership</li> <li>5. Professional learning for all</li> </ol>	<ol style="list-style-type: none"> <li>1. Basic Services</li> <li>2. Implementation of State Standards</li> <li>4. Pupil Achievement</li> <li>6. School Climate</li> </ol>
<p><b>4 Positive School Environment, Climate, and Culture – with Equity at the Core and Support for the Whole Child.</b> Schools provide safe and well-maintained facilities and positive learning climates and instructional practices that are culturally responsive, challenge bias, and support the academic, social, emotional, and physical needs of students.</p>	<ol style="list-style-type: none"> <li>1. Provide for Social and Emotional Needs: Counseling, Guidance, and Behavioral Support</li> <li>2. Provide for Student Health and Wellness</li> <li>3. Additional Support for Youth in Transition</li> <li>4. Cultural Proficiency</li> <li>5. School Support Staff and Resources</li> <li>6. Healthy and Nutritious Meals</li> <li>7. Attractive, Clean, and Well-Maintained Schools</li> <li>8. Safe Schools</li> </ol>	<ol style="list-style-type: none"> <li>8. Supportive environment that values diversity in the service of students</li> <li>12. Safe and well maintained facilities</li> </ol>	<ol style="list-style-type: none"> <li>1. Basic Services</li> <li>5. Pupil Engagement</li> <li>6. School Climate</li> </ol>
<p><b>5 Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities.</b> Parents and community members are engaged and work within and across schools to support student learning. Neighborhood schools are highly regarded for their quality as well as their service as centers for extended learning and enrichment opportunities, and academic and social services.</p>	<ol style="list-style-type: none"> <li>1. Meaningful Engagement and Participation</li> <li>2. Parent and Community Assistance and Support</li> <li>3. Translation and Interpretation Service</li> <li>4. Enrollment Options and Opportunities</li> <li>5. Customized Cluster Strategies</li> <li>6. Community Relations and Partnerships</li> </ol>	<ol style="list-style-type: none"> <li>6. Parent and community engagement around student achievement</li> <li>9. High enrollment of neighborhood students</li> <li>11 Neighborhood center with services depending on neighborhood needs</li> </ol>	<ol style="list-style-type: none"> <li>1. Basic Services</li> <li>5. Pupil Engagement</li> <li>6. School Climate</li> </ol>
<p><b>6. Well-orchestrated District-wide Support Services and Communications</b> All parts of the organization – personnel and infrastructure – work together to support student success through quality schools in every neighborhood.</p>	<ol style="list-style-type: none"> <li>1. Basic Services and Infrastructure</li> <li>2. Communications</li> </ol>	<ol style="list-style-type: none"> <li>7. Quality support staff integrated and focused on student achievement</li> </ol>	<ol style="list-style-type: none"> <li>1. Basic Services</li> </ol>

<b>GOAL 1:</b>	<b>1. Closing the Achievement Gap with High Expectations for All</b>	Related State and Local Priorities:
	All levels of the organization work to improve student achievement and close the achievement gap for all underperforming student groups.	State: 1 2 3 4✓ 5 6 7 8 ✓ Local: 1 ✓ 2 3 4 5 6 7 8 9 10 11 12

Metrics	Actions	Budgeted Expenditures
<p>1. <b>EL reclassification rates</b> and numbers at school and district level - Baseline + 20%.</p> <p>2. ELs making at least one year’s Progress in learning English - Baseline + 10%.</p> <p>3. <b>ELs Achieving Proficiency in English</b> - Baseline + 10%.</p> <p>4. Special education: Student group proportionality in referral and identification rates - Establish baseline.</p> <p>5. Grades TK to 3 reading levels. Baseline + 10%.</p> <p>6. Early learning metrics – Baseline + .25</p> <p>7. <b>California Assessment of Student Performance and Progress</b> – Baseline + 10%</p> <p>8. District developed assessments - Baseline + 10%</p> <p>9. <b>High school graduation rates</b> - Baseline + 2 pts.</p> <p>10. <b>High school dropout rates</b> - Baseline - 10%.</p> <p>11. <b>Early Assessment Program</b> results - Baselines + 20%.</p> <p>12. <b>Middle school dropout rates</b> (Grade 8) - Baseline - 20%.</p> <p>13. <b>Academic Performance Index</b> (as allowed by AB484) - Establish baseline when available.</p> <p>14. Cultural Proficiency –</p>	<p><b>1.1. Multiple Measures and Data</b></p> <p>a) Schools use formative assessments to develop learning plans, set goals with students, monitor progress, and evaluate the effectiveness of the plan at the end of the year.</p> <p>b) Central office staff supports area superintendents, principals, and school staffs to access data and build a culture of data analysis across all schools.</p> <p>c) A PreK-12 Student Assessment Taskforce has convened to begin development of a coherent PreK-12 assessment plan for the district. The Taskforce will identify key areas of information needed to create a comprehensive profile of student learning and goes beyond looking at student achievement from a single test score.</p> <p>d) Develop, monitor, and refine an information intelligence system that will provide for real-time data, reporting, and dashboards.</p> <p>e) Area superintendents, site administrators, English Learner Support Teachers (ELSTs), classroom teachers, Instructional Leadership Teams (ILTs), Professional Learning Communities (PLCs), analyze data and discuss student progress routinely and use data to: (a) monitor the progress of English Learners including long-term English Learners (LTELs) and reclassified students, b) determine the short- and longer-term needs of English Learners (ELs), and (c) determine specific actions designed to accelerate language acquisition and learning for ELs. (See Action 1.8)</p> <p>f) Site administrators and classroom teachers routinely analyze data on the achievement of African, African American, and Latino students. Support plans are developed, implemented, and monitored in the areas of achievement, attendance, and behavior. (See Action 1.10)</p> <p>g) Site administrators and classroom teachers routinely analyze data on the achievement of students with disabilities. Support plans are developed, implemented, and monitored in the areas of achievement, attendance, and behavior. (See Action 1.7)</p> <p><b>1.2. Support for Early Learning Programs</b></p> <p>a) Develop and implement a well-articulated pathway from pre-school through grade 12, including primary language instruction (e.g. biliteracy and dual language instructional programs).</p> <p>b) Lower class size in grades Transitional Kindergarten (TK) – Grade 3</p> <p>c) Developmental Reading Assessment (DRA - and/or Spanish version - Evaluación del desarrollo de la lectura -EDL) will be administered to all TK-3 students to monitor the progress of reading development and provide differentiated support as needed.</p> <p>d) TK-3 students will receive small group instruction, in the language(s) of instruction, to ensure that students are proficient in reading by grade 3.</p> <p>e) Provide targeted intervention and support for at-risk learners, including support in the language(s) of instruction and/or primary language.</p> <p>f) Provide professional development for teachers directed at student centered teaching, intervention, and support.</p> <p>g) Improve outcomes for TK and K students with disabilities by providing access to age-appropriate educational opportunities with non-disabled peers. (See Action 1.7)</p>	<p>\$1,200,000 LCFF Base</p> <p>\$1,700,000 LCFF S/C</p> <p>\$85,000 Title I</p> <p>\$200,000 LCFF Base</p> <p>\$15,900,000 LCFF S/C</p>

Baseline + 100%.	h) Provide communication and recruitment strategies to ensure all eligible students participate in pre-K and TK. (See Actions 1.10 and 5.4)	
	<p><b>1.3 Support for Secondary Student Access to High-Level Coursework Leading to Graduation</b></p> <ul style="list-style-type: none"> <li>a) All middle and high school students have a 6- or 4-year plan, respectively, that clearly articulates courses students will complete to meet district graduation/A-G requirements.</li> <li>b) Counselors and support staff monitor student progress toward graduation and access to advanced pathways.</li> <li>c) Central office and secondary school staffs work collaboratively to identify and implement best practices that improve the outcomes for 9<sup>th</sup> grade students at every high school.</li> <li>d) Schools with high percentage of students off-track to graduate will have an additional 9<sup>th</sup> and 10<sup>th</sup> grade counselor to support students to remain on track and develop a college-going culture.</li> <li>e) Increased counselor allocations are provided to all middle and high schools.</li> <li>f) Area superintendents, principals, High School Resources Office, and counselors (along with the Special Education Department and Office of Language Acquisition) work in partnership to ensure that appropriate structures, supports, and resources are in place to ensure that all students have access to rigorous A-G coursework, support and interventions, stay on track to graduate, and are prepared for college and career opportunities.</li> <li>g) Design and pilot high school innovation centers. These centers will be designed to meet the continuum of needs for students toward graduating college and career ready. Enrichment, acceleration, and intervention will be available for all students who desire or require the support.</li> </ul>	<p>\$5,600,000 LCFF S/C</p> <p>\$1,000,000 Title II</p>
	<p><b>1.4 Supplemental School Allocations for Multiple Levels of Support</b></p> <p>Schools provide for multiple levels of support, including differentiated instructional practices, to meet the needs of all learners.</p> <ul style="list-style-type: none"> <li>a) All schools receive a supplemental LCFF allocation proportionate to their number of English Learners (EL), Foster Youth (FY), and Low-income (LI) students. Each school selects the most appropriate supports and services (intervention, classroom support, and/or professional development) to meet the specific needs of their EL, FY, and LI students.</li> <li>b) Title I Allocation: Eligible schools receive supplemental Title I funds, proportionate to their numbers of low income students. Each school provides supplemental instructional services, supports, and interventions to increase student achievement.</li> <li>c) Schools that are comprised of at least 90% English learners, foster youth, and/or low income students will receive one additional certificated position to provide additional support. Schools will determine and select the position to meet the specific student needs.</li> </ul>	<p>\$10,400,000 LCFF S/C</p> <p>\$16,400,000 Title I</p>
	<p><b>1.5 Additional Intervention and Student Support</b></p> <ul style="list-style-type: none"> <li>a) Supplemental Educational Services provide for tutoring and additional academic support for Title I eligible students.</li> <li>b) Summer School – to support credit completion and on-time graduation, special needs of students with disabilities (see Action 1.7), and opportunities for support and acceleration for ELs.</li> <li>c) Grad coaches to support on-time graduation</li> <li>d) Online learning opportunities</li> <li>e) Counseling to support academic, emotional, and personal needs of students. (See Action 4.1)</li> <li>f) Partner at-risk youth with a mentor to monitor attendance, behavior, and school performance (See Action 4.1)</li> </ul>	<p>\$1,900,000 LCFF S/C</p> <p>\$3,700,000 Title I</p>

	g) Expand and support 1-to-1 digital tools to foster differentiated learning and any-time access to learning.	
<p><b>1.6 Cultural Proficiency</b></p> <p>a) Provide cultural proficiency training that recognizes personal bias and discriminatory practices and equips staff to effectively engage with the diversity of students, staff, and families within our district.</p> <p>b) Through the lens of equity, monitor, refine, and improve district and school policies and practices to build a sense of collective responsibility for the experiences and achievements of all students in every school.</p>	<p>See Action 4.4</p> <p>\$60,000 Title II</p>	
<p><b>1.7 Additional Support for Students with Disabilities</b></p> <p>To provide for improved outcomes and close the achievement gap for students with disabilities, the Special Education Department coordinates, designs, and provides for specialized and age-appropriate programs, services, and supports will be developed, implemented and monitored for students; Birth to age 5, TK – 12, and ages 18 – 22. Programs and program services include:</p> <p>a) Special education teachers and assistants (e.g. mild/moderate, moderate/severe, resource specialists, deaf and hard of hearing).</p> <p>b) Additional student support services (e.g. occupational therapy, physical therapy, speech and language, and visually impaired).</p> <p>c) Instructional support:</p> <ul style="list-style-type: none"> <li>▪ Resource and support staff identifies, develop, and provides professional development, coaching, and instructional tools and resources.</li> <li>▪ Site administrators provide guidance, leadership, and support for each Area.</li> <li>▪ The special education trans-disciplinary team will provide training and support to schools for English Learners with disabilities and monitor and refine a comprehensive evaluation process for referrals, identification and placement, and appropriate services</li> <li>▪ Extended School Year – Summer school program</li> </ul> <p>d) Specialized equipment, tools, and resources to meet the instructional or physical needs of students.</p> <p>e) Dedicated translators and interpreters, trained to communicate specialized elements of special education.</p> <p>f) Central office support for program implementation, technical support, and oversight for state and federal requirements.</p> <p>g) Specialized settings (e.g. Riley, New Dawn)</p>	<p>\$183,700,000 LCFF Base</p> <p>\$16,600,000 LCFF S/C</p>	
<p><b>1.8 Additional Support for English Learners (EL)</b></p> <p>a) English learner supports will be organized to provide focused cluster-based support with an emphasis on:</p> <ul style="list-style-type: none"> <li>▪ Developing highly engaged English Learner Advisory Committees (ELACs),</li> <li>▪ Increased Reclassification rates,</li> <li>▪ Support for annual testing of English proficiency,</li> <li>▪ Response to Instruction and Intervention (RTII) process for English Learner achievement</li> <li>▪ Best first practices to support English Learners</li> </ul> <p>b) Area superintendents, Common Core Cluster Support Teachers (CCCSTs), English Learner Support Teachers (ELSTs), in collaboration with Office of Language Acquisition EL resource teachers and staff will organize and support a network of schools (with high concentrations of long-term English learners) to focus on the prevention of and immediate supports for long-term English Learners and underperforming reclassified students.</p> <p>c) ELSTs work alongside area superintendents, principals, common core cluster support teachers, EL resource teachers, and classroom teachers to develop and implement the focus areas noted above.</p>	<p>\$6,600,000 LCFF S/C</p> <p>\$2,726,000 Title III</p>	

	<p>d) To promote accelerated English language development, provide English learners with appropriate <i>Dedicated</i> and <i>Integrated</i> English Language Development (ELD)* until they are reclassified as English proficient:</p> <ul style="list-style-type: none"> <li>▪ Elementary schools: provide daily, dedicated ELD instruction by proficiency level.</li> <li>▪ Middle and senior high schools: Master schedules provide for appropriate levels, numbers, and sections of dedicated English as a Second Language (ESL) to support enrolled ELs.</li> <li>▪ New Arrival Centers: Focus schools with high numbers of recently arrived/immigrant students; provide daily, dedicated and integrated ELD instruction.</li> <li>▪ K-12: Integrated ELD (academic language development across all disciplines)</li> <li>▪ *See California Department of Education (CDE) – English Language Arts (ELA)/ELD Framework.</li> </ul> <p>e) To provide for improved outcomes for ELs, the Office of Language Acquisition collaborates with district staff and designs, coordinates, supports, monitors, and provides for: professional learning opportunities, instructional programs, supports and services for English learners and reclassified students, TK-12 language programs (e.g. biliteracy, dual language, secondary world language), and oversight for state and federal requirements.</p> <p>f) Continue to provide and expand access to specialized courses at the middle and senior high level to promote EL achievement, including:</p> <ul style="list-style-type: none"> <li>▪ Academic Language Development (ALD)</li> <li>▪ Spanish for Spanish Speakers</li> </ul> <p>g) Provide summer school ESL opportunities for remediation or acceleration that provide ELs with access to pathways that lead to timely completion of district graduation/A-G requirements. (See Action 1.5)</p> <p>h) Provide translation and interpretation services for families. (See Action 5.3)</p>	
	<p><b>1.9 Additional Support for Foster Youth</b></p> <p>a) Provide resource teachers to monitor academic progress, behavioral data, and attendance rates of foster youth at high incidence schools.</p> <p>b) Partner at-risk youth with mentor teachers to monitor attendance, behavior, and school performance. (See Action 4.3)</p>	See Action 4.3
	<p><b>1.10 Additional Support for African, African-American, and Latino Students</b></p> <p>a) Begin implementation of the Pledge to Improve the Achievement of Young Men of Color Plan, including:</p> <ul style="list-style-type: none"> <li>▪ Provide communication and recruitment strategies to ensure all eligible students participate in pre-K and TK. (See Action 1.2)</li> <li>▪ Recruit teachers and staff who are reflective of and possess the cultural proficiency to effectively engage our diverse student population. (See Actions 3.1 and 4.6)</li> <li>▪ Through collaborations with Race Human Relations and Advocacy, central office and school staff, build the capacity of all staff to effectively engage with the diversity of our students, families, and staff. (See Actions 1.6 and 4.4)</li> </ul> <p>b) Site administrators and classroom teachers routinely analyze data on the achievement of African, African American, and Latino students. Support plans are developed, implemented, and monitored in the areas of achievement, attendance, and behavior. (See Action 1.1)</p> <p>c) Expand Restorative Justice and Positive Behavioral Interventions and Support (PBIS) to promote effective and positive behavior support. (See Action 4.1)</p>	<p>\$200,000 LCFF S/C</p> <p>\$300,000 Title I</p> <p>\$300,000 Title II</p>

<b>GOAL 2:</b>	<b>2. Access to a Broad and Challenging Curriculum</b> Students have equitable access to rigorous, well-rounded, standards-aligned curricula and access to and skill in applying technologies to leverage learning, assuring readiness for a full range of post-graduation options.	Related State and Local Priorities:
		State: 1✓ 2✓ 3 4 5✓ 6 7✓ 8 Local: 1 2✓ 3 4 5 6 7 8 9 10✓ 11 12

Metrics	Actions	Budgeted Expenditures
<p>1. <b>Availability of standards aligned instructional materials</b> - Maintain at 100%.</p> <p>2. <b>Completion of A-G course sequence with grades of C or higher</b> - Baseline + 10%.</p> <p>3. Completion of district course sequence (a-g) included in district graduation requirements for the classes of 2016 and later - Increase the percent of the Class of 2016 on track to meet district course sequence (a-g) graduation requirements by 20% over the baseline.</p> <p>4. <b>Passage rates in Advanced Placement courses</b> – Baseline + 10%</p> <p>5. Increased enrollment and passage rates in advanced coursework (i.e., AP, IB, honors, and community college courses) – Baseline + 10%.</p> <p>6. Career Technical Education (CTE) course sequence completion (seniors passed 3 or more courses) - Baseline + 20%.</p> <p>7. Digital environment</p>	<p><b>2.1 Pathways to College and Career Readiness</b></p> <p>a) Provide for coherent and well-articulated programs and course pathways within and across all grade levels.</p> <p>b) Master schedules guarantee access to A-G courses leading to graduation and college/career readiness for all high school students and all student groups.</p> <p>c) School staffs support students and families to plan and monitor courses to prepare them for graduation and post-graduation opportunities (e.g., 4- and 6-year plans, Naviance).</p> <p>(See Actions 1.2-3, 1.7-10, 2.2, and 2.5)</p> <p><b>2.2 Enriched and Enhanced Learning Opportunities</b></p> <p>a) Students have access to advanced courses and learning opportunities (e.g., Advanced Placement - AP, International Baccalaureate - IB, Honors, college courses, and Gifted and Talented Education - GATE).</p> <p>b) Provide for coherent enhanced/extended learning opportunities including: Linked Learning, College, Career and Technical Education (CCTE), Junior Reserve Officer Training Corp (JROTC), Gifted and Talented Education (GATE), Advanced Placement (AP), International Baccalaureate (IB), biliteracy, dual language, and world language programs, Visual and Performing Arts (VAPA), Instrumental Music, Advancement Via Individual Determination (AVID), Science Technology Engineering Arts Math (STEM/STEAM), Physical Education (PE), Athletics, and outdoor learning opportunities.</p> <p>c) Develop ethnic studies courses that meet A-G history requirement. Begin by partnering with the San Diego Community College District to provide courses.</p> <p>d) Develop a plan to clarify, update, and improve the district GATE program.</p> <p><b>2.3 Aligned District Course of Study and Curriculum</b></p> <p>a) Review, update and monitor the district’s course of study to fully align with the Common Core and ELD State Standards, the Next Generation Science Standards (NGSS), and the University of California/California State University (UC/CSU) A-G requirements.</p> <p>b) Develop and refine standards aligned, core content and course, curriculum maps, tools, and guides, including access to quality digital tools and reputable online resources in service of effective teaching and learning for diverse groups.</p> <p>c) Leadership and staff develop and implement curriculum, educational collections, and resources that provide programs and services that are inclusive of the needs of all students in the community they serve.</p> <p><b>2.4 Instructional Resources and Materials</b></p> <p>a) Identify and provide standards-aligned instructional materials and resources.</p> <p>b) Expand digital resources including timely replenishing of teacher and student devices, as well as maintaining and upgrading technology infrastructures.</p> <p>c) Provide increased access to school libraries</p> <p>d) Provide increased access to online libraries, available anytime, and community libraries through partnerships</p>	<p>See Actions 1.2-3, 1.7-10, 2.2, 2.5</p> <p>\$28,300,000 LCFF Base</p> <p>\$18,700,000 LCFF S/C</p> <p>\$1,500,000 Title I</p> <p>\$700,000 LCFF Base</p> <p>\$200,000 LCFF S/C</p> <p>\$1,700,000 LCFF Base</p> <p>\$3,500,000 LCFF S/C</p>

<p>availability – Maintain 100% of classrooms with available instructional technology.</p>	<ul style="list-style-type: none"> <li>e) Digital Tools – increase/expand 1-to-1 access for digital tools</li> <li>f) Provide online and blended learning opportunities – both for students and staff</li> </ul>	<p>\$3,700,000 Lottery: Instructional Materials</p>
<p>8. Teacher Survey (i21) - Baseline + 10%. 9. Percentage of students earning D and F Grades. Baseline – 10% 10. Percentage of students earning a Seal of Biliteracy. Baseline + 10%</p>	<p><b>2.5 Additional Support for English Learners</b></p> <ul style="list-style-type: none"> <li>a) Provide, refine, and monitor English Learner course placement and pathways, K-12.</li> <li>b) Ensure well-articulated EL programs that include access to advanced courses and learning opportunities that lead to college and career readiness.</li> <li>c) Ensure a coherent, sequential course of study from elementary to secondary for biliteracy, dual language, and world language programs, (See Action 2.2)</li> <li>d) Expand Academic Language Development (ALD) course to more middle and high schools with LTELs.</li> <li>e) Elementary sites provide dedicated instruction for English Language Development as well as ELD instruction that is integrated and expands and extends academic language development across the school day.</li> <li>f) Align the district’s secondary ESL curriculum to the new CA ELD Standards and the CA ELA/ELD Framework</li> <li>g) Identify and provide standards-aligned instructional materials and resources, including materials and resources for biliteracy and dual language programs. (See Action 1.8)</li> </ul>	<p>\$6,600,000 LCFF S/C</p>
	<p><b>2.6 Instructional Programs and Services for Students with Disabilities</b> Provide for quality, appropriate educational programs, services, and supports to ensure access to a broad and challenging curriculum for students with disabilities. (See Action 1.7)</p>	<p>See Action 1.7</p>

WORKING DRAFT

<b>GOAL 3:</b>	<b>3. Quality Leadership, Teaching, and Learning</b> Effective leadership and teaching is evident system-wide with a unifying vision that equips and empowers all stakeholders to provide optimal student learning opportunities and outcomes.	Related State and Local Priorities:	
		State: 1 ✓ 2 ✓ 3 4 ✓ 5 6 ✓ 7 8	Local: 1 2 3 ✓ 4 ✓ 5 ✓ 6 7 8 9 10 11 12

Metrics	Actions	Budgeted Expenditures
<p>1. <b>Percentage of fully credentialed teachers.</b> Baseline + 10% of (100 - baseline)</p> <p>2. <b>Rate of teacher mis-assignments</b> - Maintain at 0%.</p> <p>3. <b>Quality Teaching Continuum</b> (Percent of schools at 'Accomplishing') - Baseline to be developed in 2016-17.</p> <p>4. <b>Quality Leadership Continuum</b> (Percent of schools at 'Accomplishing') - Baseline to be developed in 2016-17.</p> <p>5. <b>Leadership development opportunities</b> for certificated and classified leadership cadres - Baseline to be developed in 2016-17.</p> <p>6. <b>Site generated annual Professional Development Plans</b> – Percent completed. Maintain at 100%</p> <p>7. <b>Quality Professional Learning For All Continuum</b> (Percent of schools at 'Accomplishing') Baseline to be developed in 2016-17.</p>	<p><b>3.1 Acquire, Develop, and Retain Classroom Teachers, Certificated Support Personnel, and Site Administrators</b></p> <p>a) Expand the size, stability, diversity, and quality of the teacher applicant pool through improved outreach and support for multiple pathways into teaching.</p> <ul style="list-style-type: none"> <li>▪ Explore options to recruit early, broaden recruitment venues, and craft a compelling message about incentives and opportunities</li> <li>▪ Strengthen partnerships with existing university-based teacher preparers and organizations that foster teacher development among students from diverse backgrounds</li> </ul> <p>b) Ensure that the best candidates are identified and offered positions in timely fashion through more streamlined and focused hiring practices.</p> <p>c) Build early interest in, and capacity for, teaching by strengthening existing Pre-Collegiate programs.</p> <p>d) Regularly monitor potential barriers to initial and continued employment</p> <p>e) Evaluate the strength of the teacher pipeline.</p> <ul style="list-style-type: none"> <li>▪ Determine, monitor, and analyze data to determine needs for all stages and programs in pipeline</li> <li>▪ Identify data tools and collection responsibilities</li> <li>▪ Collaborate with outside partners as input and analysis indicates</li> <li>▪ Disseminate and use data to improvement efforts</li> </ul> <p><b>3.2 Develop Capacity of Beginning Teachers and Teachers in Need of Support</b></p> <p>a) Provide district support for beginning teachers and interns, and peer assistance to effectively teach diverse student groups.</p> <p>b) Provide Beginning Teacher Support and Assessment (BTSA) program.</p> <p>c) Provide Peer Assistance and Review (PAR)</p> <p>d) Collaborate and partner with universities for developing teachers including interns and student teachers.</p> <p><b>3.3 District Systems to Develop Instructional Capacity</b></p> <p>a) Provide systems of support at the school and district level to enhance instructional practices, professional learning, attendance, and success</p> <p>b) Support site-based professional learning through Professional Learning Communities (PLCs).</p> <p>c) Provide cluster-level support and learning opportunities through common core cluster support teachers, English learner support teachers, and other district staff.</p> <p><b>3.4 Develop Leadership Capacity</b></p> <p>a) Area superintendents and school leaders participate in a comprehensive professional development plan to support instructional leadership directed at improved teaching and learning in the classroom (e.g., the 5 Dimensions of Teaching and Learning, Learning Cycles, Leadership Practices).</p> <p>b) School leaders participate in regular Professional Learning Communities to plan, design lessons, examine student data, and engage in collaborative learning structures and processes.</p>	<p>\$477,600,000 LCFF Base</p> <p>\$1,500,000 LCFF S/C</p> <p>\$893,000 Title II</p> <p>\$100,000 LCFF Base</p> <p>\$2,500,000 Title II</p> <p>\$700,000 LCFF Base</p> <p>\$1,200,000 LCFF S/C</p>

	<p>c) Supports are provided at multiple levels of leadership to foster positive and collaborative student and staff relationships, positive school climate, and students’ academic success.</p>	
	<p><b>3.5 Professional Development – Standards, Instruction, and Support</b></p> <p>a) Schools develop, monitor, and refine a Site Professional Development Plan with a clear emphasis on the successful implementation of the common core and ELD state standards and high levels of student achievement.</p> <p>b) Common core support teachers, English learner support teachers, and EL resource teachers collaborate and work alongside principals, teachers, and school staffs to build capacity around student-centered practices and state common core, content, and ELD Standards. (See Action 3.3)</p> <p>c) The content of professional development supports the effective implementation of the ELD state standards and reflects school, district and state priorities including the integration of digital tools and relevant technology platforms.</p> <p>d) Provide professional learning for teachers of early learners focused on quality reading instruction and research-based interventions, including differentiated instruction for students in biliteracy and dual language programs. (See Action 1.2)</p> <p>e) The Special Education Department, the Office of Leadership and Learning, the High School Resources Office, the Office of Language Acquisition, and area superintendents collaborate to support schools in providing quality professional learning and instructional support for students with disabilities and English Learners. (See Actions 1.7-8)</p> <p>f) Provide supports and training for special and general education teachers and support staff who teach and support students with special needs, including students with disabilities, English learners, and gifted and talented students.</p> <p>g) Provide relevant professional learning for all support staff to build capacity to efficiently and effectively perform their duties to support student learning. (See Action 4.5, 4.7)</p> <p>h) Provide professional development on laws and topics pertaining to foster youth (e.g., AB 490, graduation requirements, trauma informed care resources). (See Action 4.3)</p> <p>i) Provide district staff with needed information, resources, and services to support the education of foster youth. (See Action 4.3)</p>	<p>\$700,000 LCFF Base</p> <p>\$2,200,000 Title I</p> <p>\$2,100,000 Title II</p>

WORKING DRAFT

<b>GOAL 4:</b>	<b>4. Positive School Environment, Climate, and Culture – with Equity at the Core and Support for the Whole Child.</b> Schools provide safe and well-maintained facilities and positive learning climates and instructional practices that are culturally responsive, challenge bias, and support the academic, social, emotional, and physical needs of students..	Related State and Local Priorities:
		State: 1✓ 2 3 4 5✓ 6✓ 7 8 Local: 1 2 3 4 5 6 7 8✓ 9 10 11 12✓

Metrics	Actions	Budgeted Expenditures
1. <b>School Climate Survey</b> – Increase “Safety” and “School Protective Factors” measures – Baseline + 15% 2. <b>Suspension Rates</b> - Baseline - 10%. 3. <b>Number of Expulsions</b> - Baseline - 10%. 4. <b>Student attendance rates</b> - Baseline + .5 5. <b>Chronic absentee rates</b> - Baseline - 20%. 6. <b>Facilities Inspection Tool</b> (% of schools at ‘Good” or better) - 100% of schools will be at the “Good” or better rating on the FIT.	<b>4.1 Provide for Social and Emotional Needs: Counseling, Guidance, and Behavioral Support</b> a) Counselors, psychologists, and guidance support b) Support systems for student attendance and alternative placement c) Additional counselors for high need schools (See Action 1.3) d) The Mental Health Resource Center provides support, case management, and referrals for ongoing mental health treatment and support. e) Behavior support resources f) Expand Restorative Justice and Positive Behavioral Intervention and Support (PBIS) to more schools. g) Provide additional, focused support for students with disabilities, including mental health and behavior support services, and PBIS collaboration. (See Action 1.7)	\$20,600,000 LCFF Base  \$3,100,000 LCFF S/C
7. School Safety Plan – Percent of schools with compliant school safety plans. Maintain at 100% 8. Physical Fitness (Percent of students meeting at least 5 of 6 healthy fitness zones) – Baseline + 10% * (100 – baseline)	<b>4.2 Provide for Student Health and Wellness</b> a) Nursing services b) Health clinics & collaboration c) Implement the comprehensive district wellness policy d) Provide additional focused support for students with disabilities. (See Action 1.7)	\$10,200,000 LCFF Base  \$500,000 LCFF S/C  \$2,200,000 Title I
	<b>4.3 Additional Support for Youth in Transition</b> a) Coordinated support and services: Monitor and assess student needs and academic progress and provide for the appropriate coordinated services and support to promote school stability, academic success, and overall student well-being, including, tutoring, counseling and guidance, academic advisory, bus passes/tokens, liaison within district and with other agencies. b) School processes for identification and support: Coordinate with school personnel to develop and refine processes to ensure that students in transition are identified and that appropriate supports are identified and provided. c) Mentors: Partner at-risk youth with mentor teachers to monitor and provide support for attendance, behavior, and academic performance. d) Provide for basic needs: Provide for essentials including school supplies, basic clothing and hygiene items, and food (to take home). e) Provide professional development for teachers and school staffs (including Trauma Informed Care) to help staffs understand and develop capacity to effectively support students whose lives have been affected by trauma.. f) Additional targeted projects and programs responsive to specific student needs, such as: Summer Refugee Bridge program for Somali and Burmese refugees.	\$300,000 LCFF S/C  \$900,000 Title I

	<p><b>4.4 Cultural Proficiency</b></p> <ul style="list-style-type: none"> <li>a) Recruit teachers and staff who are reflective of and possess the cultural proficiency to effectively engage our diverse student population. (See Actions 3.1 and 4.6)</li> <li>b) Through collaborations with Race Human Relations and Advocacy, central office and school staffs, build the capacity of all staff to effectively engage with the diversity of our students, families, and staff. (See Action 1.6)</li> <li>c) Plan and develop training and support related to Safe Schools and Safe Spaces specifically designed for our diverse students (e.g., LGBT).</li> </ul>	<p>\$400,000 LCFF S/C</p> <p>\$200,000 Title I</p>
	<p><b>4.5 School Support Staff and Resources</b></p> <ul style="list-style-type: none"> <li>a) Recruit, hire, and train effective clerical and support staff who promote a welcoming school climate, student attendance, and provide effective operations and support for students, parents, and staff.</li> <li>b) Provide bilingual staff to promote effective engagement and communications for EL parents and families.</li> <li>c) Provide for general supplies and operating expenses.</li> <li>d) Provide training and updates to ensure well-trained and informed staff.</li> </ul>	<p>\$47,600,000 LCFF Base</p>
	<p><b>4.6 Healthy and Nutritious Meals</b></p> <p>To promote well-nourished students who are better prepared to fully participate in learning, provide all students with access to wholesome, healthy, and appealing meals. Develop menus that meet or exceed USDA nutrition standards and offer a wide variety of student-tested and approved entrées. Programs and services include:</p> <ul style="list-style-type: none"> <li>a) Breakfast in the Classroom and Morning Break Cafe</li> <li>b) Farm to School and Garden to Café programs – provide produce from local farms and school gardens for school salad bars.</li> <li>c) Smart Phone – SDUSD Menu App – provide students and families with immediate access to all school menus, including photos, nutrients, and allergens.</li> </ul>	<p>\$63,400,000 Cafeteria Special Reserve Fund</p>
	<p><b>4.7 Attractive, Clean, and Well Maintained Schools</b></p> <ul style="list-style-type: none"> <li>a) Provide for clean and inviting schools.</li> <li>b) Provide for schools that are well-maintained and in good repair.</li> <li>c) Provide for needed supplies and utilities.</li> <li>d) Operate schools in a sustainable and environmentally responsible manner.</li> <li>e) Provide training and updates to ensure well-trained and informed staff.</li> </ul>	<p>\$59,000,000 LCFF Base</p>
	<p><b>4.8 Safe Schools</b></p> <ul style="list-style-type: none"> <li>a) Assure that school safety is a priority that is monitored by school staff with the support of Police Services, including: Annual update of School Safety and Emergency Response Plans and inspection of Emergency Response Boxes; Student supervision; and School Safety Committees.</li> <li>b) Review, monitor and update equipment and tools (e.g. emergency communication systems).</li> <li>c) Provide training and updates to ensure well-trained and informed staff.</li> </ul>	<p>\$14,100,000 LCFF Base</p>

<b>GOAL 5:</b>	<b>5 Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities.</b> Parents and community members are engaged and work within and across schools to support student learning. Neighborhood schools are highly regarded for their quality as well as their service as centers for extended learning and enrichment opportunities, and academic and social services...	Related State and Local Priorities:	
		State: 1 2 3✓ 4 5 6 7 8	Local: 1 2 3 4 5 6✓ 7 8 9✓ 10 11✓ 12

Metrics	Actions	Budgeted Expenditures
1. <b>School Climate Survey</b> - – Increase “Safety” and “School Protective Factors” measures – Baseline + 10% 2. Parent use of PowerSchool - percent of parents using the PowerSchool parent portal. Baseline + 100% 3. School enrollment patterns – Baseline + 10% 4. Cluster articulation data - Baseline + 10% * (100 – baseline)	<b>5.1 Meaningful Engagement and Participation</b> a) Establish and implement effective school and district-level committees, including School Site Council (SSC), Site Governance Team (SGT), English Learner Advisory Committee (ELAC/DELAC), District Advisory Council for Compensatory Education (DAC), Community Advisory Committee (CAC) for special education. Training is provided and tools and resources reviewed, updated, and revised as needed to support effective implementation. b) Schools receiving Title I funds plan and provide for parent participation responsive to the needs of their parents and families. c) Provide opportunities and resources for parents/guardians to support their children’s education at home and their role in preparing their children for college and career. Include guidance on navigating the school system and finding resources to support education and learning at home. d) Provide district and school-level family engagement opportunities that are attentive to and supportive of neighborhood culture, circumstance, and needs. e) Engage the community in a broader dialog and examination of issues of race, language, and culture, including LGBTQ issues.	\$100,000 LCFF S/C \$1,300,000 Title I
	<b>5.2 Parent and Community Assistance and Support</b> a) The Quality Assurance Office is accessible and responsive to parents and community who express concerns or seek assistance. b) Provide for current, accurate, and timely communication to parents regarding student learning (e.g. Naviance, Website, automated calls, school and teacher communications). c) Improve district communication strategies and structures for timely and easy access to information, support, and resources. (See Action 6.2)	\$1,500,000 LCFF Base
	<b>5.3 Translation and Interpretation Services</b> Provide translation and interpretation services to facilitate effective communication, engagement, and participation. Review and respond to cluster-specific needs and communication preferences (e.g. Crawford cluster – need for services in key languages including Somali, Kizigua, Swahili, and Karen with preference for verbal/oral interpretation).	\$500,000 LCFF S/C \$50,000 Title I
	<b>5.4 Enrollment Options and Opportunities</b> a) Enrollment Center: Create an accessible, personalized, and welcoming enrollment center to highlight and support neighborhood and district schools. b) Easily accessible school information: Review, update, and revise district and school websites, including dashboards. c) Enrollment patterns: Monitor and review increased/decreased school, cluster, and neighborhood enrollment and participation. d) Provide communication and recruitment strategies to ensure all eligible students participate in pre-K and TK.	\$400,000 LCFF S/C

	<p><b>5.5 Customized Cluster Strategies.</b>          Develop and implement strategies customized for each cluster.</p> <ul style="list-style-type: none"> <li>a) Align all academic programs: pre-K – 12.</li> <li>b) Review alternative education and support programs, providing targeted credit recovery and independent study support for five identified high need high schools.</li> <li>c) Identify, review, and expand successful programs in targeted clusters (e.g. dual-language, VAPA, STEAM).</li> </ul>	<p>\$100,000          LCFF Base</p>
	<p><b>5.6 Community Relations and Partnerships</b></p> <ul style="list-style-type: none"> <li>a) Provide systems for strong district relations with the community, organizations, and government entities.</li> <li>b) Create, sustain, and expand community partnerships to support student and family engagement and learning.</li> <li>c) Solicit input from the community to assist in the identification of needed learning and social services.</li> </ul>	<p>\$300,000          LCFF S/C</p>

WORKING DOCUMENT

<b>GOAL 6:</b>	<b>6. Well-orchestrated District-wide Support Services and Communications</b> All parts of the organization – personnel and infrastructure – work together to support student success through quality schools in every neighborhood.	Related State and Local Priorities:
		State: 1 ✓ 2 3 4 5 6 7 8 Local: 1 2 3 4 5 6 7 ✓ 8 9 10 11 12

Metrics	Actions	Budgeted Expenditures
	<b>6.1 Basic Services and Infrastructure</b> Provide district infrastructure for basic services to ensure effective system-wide support for schools and personnel, including: <ul style="list-style-type: none"> <li>• Finance, Payroll, Procurement</li> <li>• Legal, Legislative, Risk Management, Labor Relations, Charter</li> <li>• Human Resources</li> <li>• Information Technology (IT)</li> <li>• Other Operations (e.g, Distribution, Real Estate, etc.)</li> </ul>	\$128,700,000 LCFF Base
	<b>6.2 Communications</b> Provide effective district-wide communication systems, methods, and strategies both within the district and extending to external stakeholders. Explore additional venues and strategies to effectively reach all stakeholders. (See Actions 5.1-6)	\$1,100,000 LCFF Base

WORKING DOCUMENT

San Diego Unified School District  
**2015-18 LCAP Abbreviation Key**

Abbrev.	Definition
'A-G'	Courses, listed A-G, required for admission to University of California
AAAE	Association of African American Educators
AB	Assembly Bill
ACSA	Association of California School Administrators
ALD	Academic Language Development
AMAO	Annual Measurable Achievement Objectives
AP	Advanced Placement
AVID	Advancement Via Individual Determination
BOE	Board of Education
BSRU	Behavior Support Response Unit
BTSA	Beginning Teacher Support and Assessment
C&C	Check and Connect
CAC	Community Advisory Committee
CAHSEE	California High School Exit Exam
CCCST	Common Core Cluster Support Teachers
CCSS	Common Core State Standards
CCTE	College Career and Technical Education
CDE	California Department of Education
CELDT	California English Language Development Test
CREATE	Center for Research on Educational Equity, Assessment, and Teaching Excellence
CSU	California State University
CTE	Career Technical Education
CYT	Children and Youth in Transition
DAC	District Advisory Council for Compensatory Education Programs

Abbrev.	Definition
DELAC	District English Learner Advisory Committee
DRA	Developmental Reading Assessment
ECE	Early Childhood Education
ECSE	Early Childhood Special Education
Ed Tech	Educational Technology
EDL	Evaluacion del desarrollo de la lectura
EL	English Learner
ELA	English Language Arts
ELAC	English Learner Advisory Committee
ELD	English Language Development
ELST	English Learner Support Teacher
ESL	English as a Second Language
ERO	Electronic Registry of Attendance
FIT	Facility Inspection Tool
FY	Foster Youth
GATE	Gifted and Talented Education
Gr	Grade
IB	International Baccalaureate
ICC	Interdivisional Curriculum Committee
IEP	Individualized Education Program
ILT	Instructional Leadership Team
IT	Information Technology
JROTC	Junior Reserve Officers Training Corps
K	Kindergarten
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LGBT	Lesbian Gay Bisexual Transgender
LIY	Low Income Youth

Abbrev.	Definition
Pre-K	Pre-Kindergarten
PSAT	Preliminary Scholastic Aptitude Test
QTEL	Quality Teaching for English Learners
RTI	Response to Intervention
RTII	Response to Instruction and Intervention
SARC	School Accountability Report Card
SBAC	Smarter Balanced Assessment Consortium
SDCCD	San Diego Community College District
SDSU	San Diego State University
SDUSD	San Diego Unified School District
SES	Supplemental Educational Services
SGT	Site Governance Team
SPSA	Single Plan for Student Achievement
SSC	School Site Council
STEAM	Science Technology Engineering Arts Math
STEM	Science Technology Engineering Math
SWD	Students with Disabilities
TBD	To be determined
TK	Transitional Kindergarten
TRACE	Transition Resources for Adult Community Education
UC	University of California
UCSD	University of California San Diego
USDA	United States Department of Agriculture
VAPA	Visual and Performing Arts
WexT	Written Expression Tool