# 2016-17 LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

*(Insert Photo)*

***"User Friendly" Format***

## San Diego Unified School District

Working Draft Document

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

| Metrics | Actions | Budgeted Expenditures |
|---|---|---|
| **1. EL reclassification rates** and numbers at school and district level – Baseline (10.5) + 20%.<br>**2.** ELs making at least one year's Progress in learning English – Baseline (58%) + 10%.<br>**3. ELs Achieving Proficiency in English** - <5 Years cohort: Baseline (24.6%) + 10%; 5+ Years cohort: Baseline (43.5%) + 10%<br>**4.** Long-term ELs (LTELs) achieving proficiency in English – Continuous enrollment (establish baseline); Interrupted enrollment (establish baseline).<br>**5. California Assessment of Student Performance and Progress** - Establish baseline.<br>**6. High school graduation rates** – Baseline (87.9%) + 2 pts.<br>**7. High school dropout rates** – Baseline (5.2%) - 10%.<br>**8. Early Assessment Program results** – Baselines (ELA=42%; Math=48%) + 20%.<br>**9. Middle school dropout rates** (Grade 8) – Baseline (0.16%) - 20%.<br>**10. Academic Performance** | **1.1.a. Multiple Measures and Data – All Students**<br><br>1. Schools will 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. Relevant data is accessible and readily available for staff use in developing plans, setting goals, monitoring progress and evaluating effectiveness.<br>2. Central office staff will support area superintendents, principals, and school staffs to design site-based assessment systems that promote a culture of revision and continuous improvement of student learning based on individual site needs.<br>3. The district will continue to develop, monitor, and refine an information intelligence system that provides for real-time data, reporting, and dashboards.<br>4. Identification for GATE eligibility will include the use of multiple measures.<br><br>**1.1.b. Multiple Measures and Data – Student Groups**<br><br>1. Area superintendents, site administrators, English Learner Support Teachers (ELSTs), classroom teachers, Instructional Leadership Teams (ILTs), Professional Learning Communities (PLCs), and the Office of Language Acquisition (OLA) continuously analyze data and discuss student progress to:<br>a. Monitor the progress of English Learners (EL) including Long-Term English Learners (LTELs) and reclassified students.<br>b. Determine the short- and longer-term needs of English Learners (ELs).<br>c. Determine specific actions designed to accelerate language acquisition and learning for English Learners (EL).<br>2. 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.<br>3. 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.<br>a. Multiple data points are used to represent various sub-groups of students with disabilities. | LCFF Base<br><br>LCFF S/C<br><br>Title I |
| | **1.2.a. Support for Early Learning Programs – All Elementary Schools**<br><br>1. Develop and implement a well-articulated pathway from pre-school through grade 3, including primary language instruction (e.g., English Learner [EL] grade level goals, biliteracy and dual language instructional programs).<br><br>**1.2.b./1.2.c. Support for Early Learning Programs – Student Groups**<br><br>1. Lower class size in grades Transitional Kindergarten (TK)-3.<br>2. TK-3 students will receive small group instruction, in the language(s) of instruction, to ensure that students are | LCFF Base<br><br>LCFF S/C |

Working Draft Document

| | | |
|---|---|---|
| **Index** (as allowed by AB484) - Establish baseline when available.<br><br>(**bold** denotes state-required metrics) | proficient in reading by grade 3.<br>3. Provide targeted intervention and support for at-risk learners, including support in the language(s) of instruction and/or primary language.<br>4. Provide professional development for teachers on key topics including student centered teaching, early intervention and support, effective teaching practices, and parent communication. Include trainings by cluster, and cross-cluster and out of district visits to observe best practices.<br>5. Improve outcomes for TK and K students with disabilities by providing access to age-appropriate educational opportunities with non-disabled peers.<br>6. Provide communication and recruitment strategies to families to ensure all eligible students participate in pre-K and TK.<br>7. Pilot a multi-year implementation of the Sobrato Early Academic Language (SEAL) model 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. | |
| | **1.3.a. Support for Secondary Student Access to High-Level Coursework Leading to Graduation – All Middle and Senior High Schools**<br><br>1. All middle and high school students will have 6- or 4-year plans, respectively, that clearly articulate the courses students will complete to meet district graduation/'a-g' requirements, and be prepared for college, career and community.<br><br>**1.3.b. Support for Secondary Student Access to High-Level Coursework Leading to Graduation – Student Groups**<br><br>1. Counselors and support staff will monitor student progress toward graduation and access to advanced pathways, with emphasis on English Learners, students with disabilities, youth in transition, and African American and Latino students.<br>2. Central office and secondary school staffs will work collaboratively to identify and implement best practices that improve the outcomes for all 9th grade students at every high school.<br>3. Schools with high percentages of students off-track to graduate will continue to have an additional 9th and 10th grade counselor to support students to remain on track and develop a college-going culture.<br>4. Increased counselor allocations will continue to be provided to all middle and high schools.<br>5. Area superintendents, principals, the Office of Secondary Schools, and counselors (along with the Special Education Department and Office of Language Acquisition [OLA]) will work in partnership to ensure that appropriate structures, supports, and resources are in place for all students to access rigorous 'a-g' coursework, support and interventions, stay on track to graduate, and are prepared for college and career opportunities.<br>a. Develop and implement well-articulated pathways for grades 6-12 designed to meet the continuum of needs for students toward graduating college and career ready.<br>6. Open additional high school innovation centers to reconnect students on a pathway to meaningful graduation that | LCFF S/C<br><br>Title II |

Working Draft

| | | |
|---|---|---|
| | meets a continuum of individual needs including enrichment, acceleration, and intervention. | |
| | **1.4.a. Supplemental School Allocations for Multiple Levels of Support – Student Groups**<br><br>Schools provide for multiple levels of support, including differentiated instructional practices, to meet the needs of all learners.<br>1. All schools will 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.<br>2. Schools that are comprised of at least 90% English Learners (EL), foster youth (FY), and/or low income (LI) students will receive one additional certificated position to provide support. Schools will determine and select the position to meet the specific student needs.<br><br>**1.4.b. Supplemental School Allocations for Multiple Levels of Support – Title I Schools**<br><br>1. Eligible schools will receive supplemental Title I funds, proportionate to their numbers of low income students. Each school provides supplemental instructional services, supports, and interventions to increase achievement based on the needs of their students. | LCFF S/C<br><br>Title I |
| | **1.5. Additional Intervention and Student Support – All Students/Groups**<br><br>1. Provide a Summer School program to support credit completion and on-time graduation, serve the special needs of students with disabilities, and provide opportunities for support and acceleration for ELs. Include a Summer Bridging program for 8th grade students to ensure readiness for high school.<br>2. Provide rigorous online learning opportunities.<br>3. Provide counseling services to support the unique academic, emotional, and personal needs of students.<br>4. Provide nursing services to support the academic, health and wellness needs of students.<br>5. Expand the mentor program for at-risk youth to monitor attendance, behavior, and school performance.<br>6. Expand and support 1-to-1 digital tools to foster differentiated learning and any-time access to learning.<br>7. Provide all schools, site administrators and area superintendents support in the development and implementation of quality Response to Instruction and Intervention (RTII) programs. Provide professional development to ensure schools are prepared to implement the RTII program with fidelity.<br>8. Middle school students who have been identified as needing additional help in reading will receive support via a separate class or within their block schedule. All high school students identified as needing extra support in reading will be provided with a support class during the regular school day. | LCFF S/C<br><br>Title I |
| | **1.6 Cultural Proficiency**<br><br>1. Continue to partner with the National Equity Project (NEP) to expand professional development for staff to recognize personal bias and discriminatory practices and equip staff to effectively engage with our district's diverse students, staff, and families.<br>2. Continue to implement the National Equity Project's (NEP) change management framework to monitor, refine, and | Title II |

| | | |
|---|---|---|
| | 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.<br>3. Through equity leadership, continue to redesign our school district to:<br>a. Remove the predictability of success or failure that currently correlates with race, socio-economic status, and any other social or cultural factor.<br>b. End inequitable practices, addressing individual and systemic biases, and creating inclusive multi-cultural school environments for adults and children.<br>c. Discover and cultivate the unique talents and interests that everyone possesses. | |
| | **1.7.a/1.7.b/1.7.c. Additional Support for Students with Disabilities – All Student Groups**<br><br>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 for students; birth to age 5, TK – 12, and ages 18 – 22. Programs and program services include:<br><br>1. Provide special education teachers and assistants (e.g., mild/moderate, moderate/severe, resource specialists, deaf and hard of hearing).<br>2. Provide additional student support services (e.g., occupational therapy, physical therapy, nursing services, speech and language, and services for the visually impaired).<br>3. Provide instructional support, including:<br>a. Resource and support staff to identify, develop, and provide professional development, coaching, and instructional tools and resources.<br>b. Site administrators to provide guidance, leadership, and support for each area.<br>c. The special education trans-disciplinary team providing training and support to schools for English Learners with disabilities and monitoring and refining a comprehensive evaluation process for referrals, identification and placement, and appropriate services.<br>d. Extended School Year (Summer School program).<br>e. Specialized equipment, tools and resources to meet the instructional or physical needs of students.<br>4. Provide dedicated translators and interpreters, trained to communicate specialized elements of special education and other supports to ensure parents, families, and caregivers are fully included in the student's education.<br>5. Provide central office support for program implementation, technical support, and oversight for state and federal requirements.<br>6. Offer a variety of specialized settings (e.g., Riley, New Dawn, Marcy Center, Whittier Center)<br>7. Develop, implement, and monitor quality student-centered Individualized Educational Plans (IEPs), including documentation and adherence to requirements and timelines.<br>8. Using the specific recommendations of the special education department's WestEd study for the purposes of improvement (i.e., appropriate staffing supports, improved service delivery models, training, etc.). | LCFF Base<br><br>LCFF S/C |
| | **1.8 Additional Support for English Learners (EL)**<br><br>1. English Learner supports will be organized to provide focused cluster-based support with an emphasis on:<br>a. Developing highly engaged English Learner Advisory Committees (ELACs). | LCFF S/C |

Working Draft Document

| | | |
|---|---|---|
| | b. Increasing reclassification rates.<br>c. Support for annual testing of English proficiency.<br>d. Response to Instruction and Intervention (RTII) process for English Learner achievement.<br>e. Best first practices to support English Learners (EL).<br>2. Area superintendents, Common Core Cluster Support Teachers (CCCSTs), English Learner Support Teachers (ELSTs), in collaboration with Office of Language Acquisition (OLA) English Learner (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 (LTEL) and underperforming reclassified students.<br>a. ELSTs in collaboration with site principal and English Learner (EL) coordinator conduct California English Language Development Test (CELDT) conversations that focus on goal setting and proficiency expectations for passing the CELDT assessment.<br>b. ELSTs in collaboration with the site English Learner (EL) coordinator meet with individual students to review reclassification expectations.<br>c. Parents/guardians are Informed of their child's potential reclassification status and focus areas that the student, teacher, English Learner (EL) coordinator and/or ELST have determined.<br>3. To promote accelerated English language development, provide English Learners (EL) with appropriate *Designated* and *Integrated* English Language Development (ELD) until they are reclassified as English proficient:<br>a. Provide daily, designated and integrated ELD instruction at the elementary level.<br>b. Develop middle and high school master schedules to provide for appropriate levels, numbers, and sections of designated English as a Second Language (ESL) to support enrolled English Learners (EL) and integrated ELD.<br>c. Provide schools with high numbers of recently arrived/immigrant students daily, designated and integrated ELD instruction as well as access to grade level core curriculum. Ensure newly arrived students are provided appropriate supplemental services.<br>d. Provide K-12 integrated ELD (academic language development across all disciplines).<br>4. Provide for improved outcomes for English Learners (EL), through Office of Language Acquisition (OLA) collaboration with district staff to design, coordinate, support, and monitor, and professional learning opportunities, instructional programs, supports and services for English Learners (EL) and reclassified students, TK-12 language programs (e.g., biliteracy, dual language, secondary world language), and oversight of state and federal requirements.<br>a. The Office of Language Acquisition (OLA) and area superintendents identify schools with high percentages of English Learners (EL) for ELSTs to conduct a learning cycle alongside the classroom teacher to build teacher capacity to serve ELs.<br>b. The Office of Language Acquisition (OLA) and ELSTs provide supports for biliteracy schools.<br>5. Continue to provide and expand access to specialized courses at the middle and senior high level to promote English Learner (EL) achievement, including Academic Language Development (ALD) and Spanish for Spanish Speakers.<br>6. Provide Summer School English as a Second Language (ESL) opportunities for remediation or acceleration that provide English Learners (EL) with access to pathways that lead to timely completion of district graduation/'a-g' requirements and preparation for the workforce.<br>7. Increase written translation and oral interpretation services for families.<br>8. Develop an academic English Learner (EL) master plan that includes student expectations, grade level goals and well-articulated pathways for 21st Century college and career readiness, using a multi-year community and stakeholder inquiry process (GradNation). | Title III |

**1.9 Additional Support for Foster Youth**

1. Provide resource teachers to work alongside area superintendents and supporting departments to monitor academic progress, attendance rates and behavioral data of youth in transition (homeless/foster) to develop a tiered level of support and resources at school sites with high concentrations of youth in transition.
    a. A Children and Youth in Transition (CYT) resource teacher will coordinate and collaborate with the area superintendents, supporting departments and school sites to develop tiered interventions to address site and student needs, as well as issues impacting students identified as being in transition. Interventions may include or address safety, attendance, basic needs, and barriers to a student's education or academic interventions.
2. Mentor teachers will be located at five high schools (Crawford, Hoover, Lincoln, Morse and San Diego) and paired with at-risk youth identified as homeless and foster to monitor attendance, behavior, school performance and progress toward graduation.
    a. Four mentor teachers will be assigned to the five schools in 2016-17 and within three years, one mentor teacher will be assigned to each high school.

**1.10 Additional Support for African American and Latino Students**

1. Provide communication and recruitment strategies to families to ensure all eligible students participate in Pre-K and TK. — LCFF S/C
2. Improve graduation rates for African American and Latino students.
3. Recruit teachers and staff who are reflective of and possess the cultural proficiency to effectively engage our diverse student population. — Title I
4. Through collaborations with the Race Human Relations and Advocacy (RHRA) Department, central office and school staff, build the cultural proficiency of all staff to effectively engage with the diversity of our students, families, and staff. — Title II
5. Site administrators and classroom teachers routinely analyze data on the achievement of African American and Latino students and develop, implement, and monitor support plans designed to improve each student's achievement, attendance, and behavior.
6. Expand restorative justice and Positive Behavioral Interventions and Support (PBIS) and provide professional development to promote effective and positive behavior support strategies at each school.
7. Develop a robust mentoring program that engages district staff, advocacy groups, and other community members to serve as trained mentors to increase the academic and social success of African American and Latino students.
8. Support the expansion and development of student advocacy groups at all secondary schools where students' cultures and identities can be explored and nurtured. These advocacy groups will also serve as mechanisms for students to connect to organizations and events in the broader community.
9. Expand the development of Ethnic Studies courses that meet the 'a-g' elective history requirement. Begin an Ethnic Studies pathway that culminates with students taking college-level Ethnic Studies courses.
10. Provide support for parents and families of underachieving African American and Latino students.
11. Support the goals of the Pledge to Improve the Achievement of Young Men of Color Plan, as indicated below:
    a. Increase enrollment of males of color in early learning programs (i.e., Pre-K, TK).
    b. Increase enrollment of males of color in advanced courses (e.g., Advanced Placement [AP], International

| | | |
|---|---|---|
| | Baccalaureate [IB], college classes, and College, Career and Technical Education [CCTE] capstone courses).<br>c. Develop an Ethnic Studies introductory course, using culturally-empowering curriculum.<br>d. Develop culturally-relevant curricula products (i.e., lesson plans and resources).<br>e. Continue to monitor the progress of males of color using formative assessments and other measures, intervening when students are not demonstrating growth.<br>f. Increase diversity of all staff. | |

Working Draft Docum

| GOAL 2: | **2. Access to a Broad and Challenging Curriculum**<br>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:<br>State: 1✔ 2✔ 3 4 5✔ 6 7✔ 8<br>Local: 1 2✔ 3 4 5 6 7 8 9 10✔ 11 12 |
|---|---|---|

| Metrics | Actions | Budgeted Expenditures |
|---|---|---|
| **1 Availability of standards aligned instructional materials** - Maintain at 100%.<br>**2** Completion of 'a-g' course sequence with grades of C or higher – Baseline (51%) + 10%.<br>**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 (59%).<br>**4** Increased enrollment and passage rates in advanced coursework (i.e., AP, IB, honors, and community college courses) – Participation Baseline (37%) + 10%; Passing Baseline (57%) + 10%.<br>**5** Career Technical Education (CTE) course sequence completion (seniors passed 3 or more courses) – Baseline (29%) + 20%. | **2.1 Pathways to College and Career Readiness**<br>1. Provide for coherent and well-articulated programs and course pathways within and across all grade levels that lead to meaningful graduation for all students, in preparation for college, career and community.<br>2. Monitor master schedules to ensure access to 'a-g' courses for all high school students and all student groups.<br>3. School staffs will 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).<br>4. Promote agency in all 8th and 10th grade students through a work-based learning experience that results in the development of an 8th grade agency plan and a 10th grade post secondary/financial plan.<br>a. Through a partnership with the San Diego Workforce Partnership, Qualcomm, UCSD Extension, Junior Achievement, and Project Lead the Way (PLTW), all 8th and 10th grade students will leave middle and high school with a personalized college and career experience that will help them identify their strengths and interests in an effort to ensure that every student has the opportunity to unlock their personal genius and enter high school and college/career with the beginning of a plan that will lead to post secondary success and a meaningful graduation.<br>b. Each student in grade 8 visits UCSD Extension or Qualcomm and takes the Thrively Strength Assessment that identifies each student's individual strengths across 23 factors. Strength areas include focus, persistence, patience, morality, adaptability, resilience, leadership, analytical and creative thinking. The results of his/her strength inventory will be revealed and each student will engage in an opportunity that connects them to their strengths/interests as it relates to the San Diego workforce. An agency plan is created to bring to their high school counselors.<br>c. Students in grade 10 will take the Junior Achievement Strong Interest Inventory to expand the connection between the student's strengths and interests to strengthen goal setting that leads to a meaningful graduation and post secondary success. Students in grade 10 will create a post secondary and financial plan connected to their inventory results. The Strong Inventory identifies characteristics such as conventional, realistic, investigative, artistic, social, and enterprising. | |
| | **2.2.a./2.2.b./2.2.c. Enriched and Enhanced Learning Opportunities – All Students/Groups**<br>1. All 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]).<br>2. Provide coherent enhanced/extended learning opportunities including: Linked Learning; College, Career and Technical Education (CCTE); Junior Reserve Officer Training Corps (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); Next Generation Science Standards (NGSS); Physical Education (PE); Civics Education; Interscholastic Athletics; and outdoor learning opportunities. | LCFF Base<br>LCFF S/C<br>Title I |

**6** Percentage of students earning D and F Grades. Baseline – 10%

| Grade | Ds | Fs |
|---|---|---|
| **6** | 7.0 | 4.5 |
| **7** | 8.3 | 6.7 |
| **8** | 8.9 | 6.9 |
| **9** | 8.2 | 15.4 |
| **10** | 8.4 | 10.2 |
| **11** | 7.5 | 6.9 |
| **12** | 5.8 | 2.7 |

**8.** Percentage of students earning a Seal of Biliteracy. Baseline (TBD) + 10%

(**bold** denotes state-required metric)

3. Expand Ethnic Studies courses that meet the 'a-g' elective history requirement. Continue partnering with the San Diego Community College District to provide capstone courses for the Ethnic Studies pathway.
4. Sites collaborate with the district GATE Department to plan, clarify, and improve the GATE program.
5. Provide additional Visual and Performing Arts opportunities to selected Title I schools.
6. Enhance Visual and Performing Arts by beginning a yearly band uniform replacement rotation cycle, providing additional musical instruments and repairs, and support in vocal music, dance, and theater.

**2.3.a. Aligned District Course of Study and Curriculum – All Students**

1. 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 (UC) 'a-g' requirements.

LCFF Base

**2.3.b. Aligned District Course of Study and Curriculum – Groups**

1. 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.
2. 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 communities they serve.

LCFF S/C

**2.4.a. Instructional Resources and Materials – All Students**

1. Identify and provide standards-aligned culturally relevant instructional materials and resources.
2. Provide new Common Core math curriculum to elementary schools.

LCFF Base

LCFF S/C

**2.4.b./2.4.c. Instructional Resources and Materials – Groups**

1. Expand digital resources including timely replenishing of teacher and student devices, as well as maintaining and upgrading technology infrastructures.
2. Continue to provide increased access to school libraries.
3. Provide increased access to online libraries, available anytime, and community libraries through partnerships.
4. Increase/expand 1-to-1 access for digital tools.
5. Provide online and blended learning opportunities – both for students and staff.
6. Provide culturally relevant instructional materials (e.g., mentor texts for writer's workshop).

Lottery: Instructional Materials

**2.5. Additional Support for English Learners**

1. Provide, refine, and monitor English Learner (EL) course placement and pathways, K-12.
2. Ensure well-articulated English Learner (EL) programs that include access to advanced courses and learning opportunities that lead to college and career readiness.
3. Ensure a coherent, sequential course of study from elementary to secondary for biliteracy, dual language, and world language programs.
4. Expand the Academic Language Development (ALD) course to more middle and high schools with long-term English Learners (LTEL).

LCFF S/C

| | | |
|---|---|---|
| | | |
| | **2.6. Instructional Programs and Services for Students with Disabilities**<br><br>1. Provide for quality, appropriate educational programs, services, and supports to ensure access to a broad and challenging curriculum and access to advanced courses for students with disabilities.<br>2. Provide, refine, and monitor course placement and pathways (birth-age 22) of students with disabilities.<br>3. Ensure well-articulated special education services that include appropriate transition services that lead to college and career readiness. | |

Working Draft Document

| GOAL 3: | 3. **Quality Leadership, Teaching, and Learning**<br>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:<br>State: 1✔ 2✔ 3 4✔ 5 6✔ 7 8<br>Local: 1 2 3✔ 4✔ 5✔ 6 7 8 9 10 11 12 |
|---|---|---|

| Metrics | Actions | Budgeted Expenditures |
|---|---|---|
| 1. **Percentage of fully credentialed teachers.** Baseline (95.6%) + 10% of (100 - baseline)<br>2. **Rate of teacher miss-assignments** - Maintain at 0%.<br>(**bold** denotes-state required metric) | **3.1.a./3.1.b. Acquire, Develop, and Retain Classroom Teachers, Certificated Support Personnel, and Site Administrators**<br>1. Expand the size, stability, diversity, and quality of the teacher applicant pool through improved outreach and support for multiple pathways into teaching.<br>a. Explore options to recruit early, broaden recruitment venues, and craft a compelling message about incentives and opportunities.<br>b. Strengthen partnerships with existing university-based teacher preparers and organizations that foster teacher development among students from diverse backgrounds.<br>2. Ensure that the best candidates are identified and offered positions in timely fashion through more streamlined and focused hiring practices.<br>3. Build early interest in, and capacity for, teaching by strengthening existing pre-collegiate programs.<br>4. Regularly monitor potential barriers to initial and continued employment.<br>5. Evaluate the strength of the Teacher Pipeline, targeting high school students who wish to enter the teaching profession (grow your own), through community college and university enrollment, to student teaching, internship and full teaching assignments.<br>a. Monitor and analyze data to determine needs of candidates in all stages and programs in the pipeline.<br>b. Identify data tools and collection responsibilities.<br>c. Collaborate with outside partners as input and analysis indicates.<br>d. Disseminate and use data to improve efforts.<br>6. Work with universities to assign student teachers to inner-city schools. | LCFF Base |
| | **3.2.a./3.2.b. Develop Capacity of Beginning Teachers and Teachers in Need of Support**<br>1. Provide district support for beginning teachers and interns, and peer assistance to effectively teach diverse student groups.<br>2. Provide a beginning teacher induction program.<br>3. Provide Peer Assistance and Review (PAR).<br>4. Collaborate and partner with universities for developing teachers including interns and student teachers. | LCFF S/C<br>Title II |
| | **3.3.a./3.3.b. District Systems to Develop Instructional Capacity**<br>1. Provide systems of support at the school and district level to enhance instructional practices, professional learning, attendance, and success.<br>2. Support site-based professional learning through Professional Learning Communities (PLC).<br>3. Provide cluster-level support and learning opportunities through Common Core Cluster Support Teachers (CCCST), English Learner Support Teachers (ELST), and other district staff. | LCFF Base<br>Title II |
| | **3.4.a./3.4.b. Develop Leadership Capacity** | |

Working draft document

| | | |
|---|---|---|
| | 1. 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).<br>2. School leaders participate in regular Professional Learning Communities (PLC) to plan, design lessons, examine student data, and engage in collaborative learning structures and processes.<br>3. Supports are provided at multiple levels of leadership to foster positive and collaborative student and staff relationships, positive school climate, and students' academic success.<br>4. Teacher development group to provide principal coaching in math at selected sites.<br>5. Provide professional development and capacity building focused on best practices for African-American, Latino, English Learners (EL) and students with disabilities. | LCFF Base<br><br>LCFF S/C |
| | **3.5.a./3.5.b. Professional Development – Standards, Instruction, and Support**<br><br>1. Schools develop, monitor, and refine a Site Professional Development Plan with a clear emphasis on the successful implementation of the Common Core and English Language Development (ELD) state standards and high levels of student achievement.<br>a. Sites create Professional Learning Communities (PLC) tailored to the needs of their students.<br>2. Common Core support teachers, English Learner Support Teachers (ELST), English Learner (EL) resource teachers, and Special Education project resource teachers collaborate and work alongside principals, teachers, and school staffs to build capacity around student-centered practices and state common core, ELD, Next Generation Science Standards (NGSS), and other core content areas. RELY (resource library), online professional development modules will be available to support teaching and learning.<br>a. Release time will be provided for every secondary school to attend capacity builder professional development in literacy and mathematics.<br>3. 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.<br>d. Professional development to include ELSTs and classroom teachers.<br>e. Teacher professional development targeted toward the needs of newly arrived students.<br>4. 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.<br>5. The Special Education Department, the Office of Leadership and Learning, the Office of Secondary Schools, the Office of Language Acquisition (OLA), and area superintendents collaborate to support schools in providing quality professional learning and instructional support for students with disabilities and English Learners (EL).<br>a. Cross-training teams (special educators and general educators) engage in professional learning in literacy at the elementary level (for Year 1).<br>6. 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 (EL), and gifted and talented students.<br>7. Provide relevant professional learning for all support staff to build capacity to efficiently and effectively perform their duties to support student learning, including effective parent/family communication. | LCFF Base<br><br>Title I<br><br>Title II |

Working Draft Document

| | | |
|---|---|---|
| | 8. Provide professional development on laws and topics pertaining to foster youth (e.g., AB 490, graduation requirements, trauma informed care resources).<br>9. Provide district staff with needed information, resources, and services to support the education of foster youth.<br>10. Provide professional development for Reading and Writing Workshop provided by Teachers College at Columbia University for TK-8 teachers.<br>11. Develop a new teacher evaluation tool based on professional growth.<br>12. Teacher development group to provide teacher training at selected sites to build capacity in math. | |

Working Draft Document

| GOAL 4: | **4. Positive School Environment, Climate, and Culture – with Equity at the Core and Support for the Whole Child.** 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:<br>State: 1✔ 2 3 4 5✔ 6✔ 7 8<br>Local: 1 2 3 4 5 6 7 8✔ 9 10 11 12✔ |
|---|---|---|

| Metrics | Actions | Budgeted Expenditures |
|---|---|---|
| 1. **School Climate Survey** - Establish criteria and baselines for various constructs (e.g., safety from available school climate surveys.<br>2. **Suspension Rates** – Baseline (5.6%) - 10%.<br>3. **Number of Expulsions** – Baseline (107) - 10%.<br>4. **Student attendance rates** – Baseline (95.83%) + .25.<br>5. **Chronic absentee rates** – Baseline (10.24%) - 10%.<br>6. **Facilities Inspection Tool** (% of schools at 'Good" or better) - 100% of schools will be at the "Good" or better rating on the FIT.<br>7. School Safety Plan – Percent of schools with compliant school safety plans. Maintain at 100%<br><br>(**bold** denotes-state required metric) | **4.1.a. Provide for Social and Emotional Needs: Counseling, Guidance, and Behavioral Support – All Students**<br><br>1. Provide counseling, psychological and guidance services that address student social and emotional needs.<br>2. Provide support systems for improved student attendance and alternative placement opportunities.<br><br>**4.1.b. Provide for Social and Emotional Needs: Counseling, Guidance, and Behavioral Support – Groups**<br><br>1. Provide additional counselors for high need schools.<br>2. Provide support, case management, and referrals for ongoing mental health treatment and support.<br>3. Provide behavior support resources.<br>4. Expand restorative justice and Positive Behavioral Intervention and Support (PBIS) to more schools.<br>5. Provide additional, focused support for students with disabilities, including mental health and behavior support services, and PBIS collaboration.<br>6. Create a comprehensive elementary counseling model that increases academic, social emotional and college and career readiness.<br>a. Provide additional counseling support to focus elementary schools in a piloted approach, beginning with one cluster in a pilot project.<br>b. Utilize a research-based social emotional curriculum across the district at the elementary level.<br>c. Provide a tiered level of support utilizing a comprehensive counseling program.<br>d. Provide increased support with school climate approaches such as Positive Behavior Interventions and Supports (PBIS), restorative justice, trauma informed care, and learning partnerships in connection to the district equity lens.<br>e. Expand behavioral support resources to provide access to more general education concerns.<br>7. Increase professional development opportunities for all teachers and classified staff to learn and utilize effective strategies to create a proactive method of addressing behavioral challenges, such as restorative circles and conferences, Positive Behavior Interventions and Supports (PBIS), trauma informed care practices, development of learning partnerships, increased support from school counselors and other support staff.<br>8. Schools develop with staff, students, and parents an "academic environment" in which scholarly behavior is explicitly taught school-wide by all staff so that a climate of scholarly behavior and excellent teaching is the norm of the campus. | LCFF Base<br><br>LCFF S/C |
| | **4.2.a./4.2.b. Provide for Student Health and Wellness**<br><br>1. Provide nursing services.<br>2. Expand health clinics and collaboration.<br>3. Continue to implement the comprehensive district wellness policy , utilizing an assessment to determine an action plan related to wellness, providing annual professional development focusing on identified needs, and highlighting the | LCFF Base<br><br>LCFF S/C |

Draft Document

| | | |
|---|---|---|
| | benefits of physical education and proper nutrition to promote comprehensive wellness.<br>4. Provide additional focused support for students with disabilities.<br>5. Provide additional focused support for students with significant health needs using the acuity model.<br>6. Provide additional nursing services for high need schools.<br>7. Launch Wellness Centers at each high school over the next three years to provide a coordinated space for services that support student and family wellness in partnership with community organizations. Supports will be extended to the elementary and middle schools in each cluster. This will be a phased approach with six sites opening each year, beginning with six high priority high schools. There will be a need for a coordinator at each site to facilitate the complex process in addition to support in creating a welcoming and useful space for the families and communities to access. | Title I |
| | **4.3 Additional Support for Youth in Transition**<br><br>1. Provide coordinated and collaborative support services to youth in transition (homeless, foster, probation, refugee, military), including resource teachers to work alongside area superintendents and supporting departments to monitor academic progress, attendance rates, and behavioral data of youth in transition and to develop a tiered level of support and resources at school sites with high concentrations of youth in transition.<br>a. A Children and Youth in Transition (CYT) resource teacher will coordinate and collaborate with the area superintendents, supporting departments and school sites to develop tiered interventions to address site and student needs, as well as issues impacting students identified as in transition. Interventions may include or address safety, attendance, basic needs, and barriers to a student's education or academic interventions.<br>2. Coordinate and collaborate with school personnel to develop and refine processes to ensure that students in transition are identified at school sites and provided with the necessary supports and resources for educational success. Resources and supports can include linkages or access to tutoring, mental health, medical, basic needs (i.e., clothing, food), school supplies, and transportation to school of origin.<br>3. Mentor teachers will be located at five high schools (Crawford, Hoover, Lincoln, Morse and San Diego) and paired with at-risk youth identified as homeless, foster and/or probation to monitor attendance, behavior, school performance and progress toward graduation.<br>4. Trauma informed care professional development will be offered to all district staff as a first level of support, awareness and knowledge that is in alignment with the district's implementation of Positive Behavioral Interventions and Supports (PBIS), Response to Instruction and Intervention (RTII), and restorative practices. Professional development in the area of trauma informed care will be in collaboration with supporting departments for teachers and school staff to assist them in the understanding and development of how to effectively support students whose lives have been affected by trauma and the implementation of PBIS, RTII, and restorative practices.<br>5. In collaboration with supporting departments, area superintendents, instructional leadership and site teams will develop a cohesive plan in the areas of needed training, which may include professional development to build the knowledge of resources, supports and laws pertaining to children and youth in transition at each school site.<br>6. Children and Youth in Transition (CYT) staff will collaborate and coordinate with district departments, community agencies and government agencies to provide linkages to resources and supports for youth in transition. | LCFF S/C<br><br>Title I |
| | **5.4 Youth Advocacy**<br><br>1. Provide mentoring programs expanded at identified middle and high schools, coordinated by the Office of | LCFF S/C |

| | | |
|---|---|---|
| | Youth Advocacy.<br>2. Continue efforts to provide safe inclusive environments for all students to thrive, specifically our Lesbian, Gay, Bisexual, Transgender and Questioning (LGBTQ+) students, through the following district-wide actions:<br>a. Continuing LGBTQ+ awareness and advocacy trainings at the school sites and departments, coordinated by the Office of Youth Advocacy.<br>b. Produce inclusive curricula products (i.e., lessons and resources) that adhere to the FAIR Education Act, coordinated by the History/Social Sciences Department and the Office of Youth Advocacy.<br>c. Develop an ongoing method to survey and report results of the inclusive climate in secondary schools.<br>d. Continue to support Gay-Straight Alliances (GSA) at our secondary schools to be a robust and viable source of student empowerment.<br>3. Provide culturally-relevant curricula developed through the Ethnic Studies curriculum team, the FAIR Education curriculum committee, and the History/Social Sciences Department.<br>4. Monitor districtwide suspension and expulsion data, attendance and chronic absenteeism.<br>5. Continue to provide support services through the Race/Human Relations Dept., such as:<br>a. Serving on Area Superintendent "Green Teams," participating in walk-throughs and capacity-building meetings to provide site leadership teams with insight and recommendations around cultural proficiency and equity leadership.<br>b. Respond to requests by Area Superintendents and other leaders to conduct consultations and other activities to address equity concerns at schools and departments.<br>c. Assist in conducting restorative conferences and mediation sessions at schools and departments, as necessary.<br>d. Support the implementation of LGBTQ+ training sessions, as directed by the Program Manager, LGBTQ+ Education and Advocacy.<br>e. Provide professional development and support in the implementation of the Ethnic Studies elective course; serve as resource to the Ethnic Studies teachers.<br>f. Provide culturally enriching, off-site experiences for selected schools, including activities at Old Town, Balboa Park and Mission Trails Regional Park<br>g. Continue with established culturally supportive activities at selected sites. such as Circulo de Hombres and Girls Support Group.<br>h. Support sites experiencing cultural dissonance and/or other related issues, as directed by site and district leadership | Title I |
| | **4.5.a./4.5.b. School Support Staff and Resources**<br>1. 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.<br>2. Provide bilingual staff to promote effective engagement and communications for English Learner (EL) parents and families.<br>3. Provide for general supplies and operating expenses.<br>4. Provide training and updates to ensure well-trained and informed staff, including effective parent/family communication. | LCFF Base |

| | | |
|---|---|---|
| | **4.6 Healthy and Nutritious Meals**<br><br>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:<br>1. Breakfast in the Classroom and Morning Break Café.<br>2. Farm to School and Garden to Café programs providing produce from local farms and school gardens for school salad bars.<br>3. Smart Phone – SDUSD Menu App – providing students and families with immediate access to all school menus, including photos, nutrients, and allergens. | Cafeteria Special Reserve Fund |
| | **4.7 Attractive, Clean, and Well Maintained Schools**<br><br>1. Ensure clean and inviting schools that are worthy of our students and families.<br>2. Ensure schools are well-maintained and in good repair.<br>3. Provide schools with needed supplies and utilities.<br>4. Operate schools in a sustainable and environmentally responsible manner.<br>5. Provide training and updates to ensure well-trained and informed staff. | LCFF Base |
| | **4.8 Safe Schools**<br><br>1. Ensure 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.<br>2. Review, monitor and update equipment and tools (e.g., emergency communication systems).<br>3. Provide training and updates to ensure well-trained and informed staff. | LCFF Base |

Working Draft Document

| GOAL 5: | **5. Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities.**<br>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:<br>State: 1 2 3✔ 4 5 6 7 8<br>Local: 1 2 3 4 5 6✔ 7 8 9✔ 10 11✔ 12 |
|---|---|---|

| Metrics | Actions | Budgeted Expenditures |
|---|---|---|
| 1. **School Surveys** - Establish criteria and baselines for various constructs (e.g., safety, family engagement, welcoming) from available school climate surveys.<br>2. School enrollment patterns - Establish criteria and baseline.<br><br>3. Cluster articulation data - Establish baseline (pending) for the percent of students articulating to schools in their clusters. | **5.1.a./5.1.b./5.1.c./5.1.d. Meaningful Engagement and Participation**<br><br>1. Provide tools, resources, and training needed to 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.<br>2. Conduct an annual, district-wide family engagement survey to identify strengths and improvement areas in family engagement by sub-group, school and cluster.<br>3. Schools/parents/guardians will create a family engagement plan based on survey results, student academic needs, and/or identified priorities, and aligned to LCAP goals and federal and state requirements. The Design Thinking method for practical, creative resolution of problems and creation of solutions with the intent of an improved future result will be used. By considering both present and future conditions and parameters of a problem, alternative solutions may be explored simultaneously.<br>4. Provide parents/guardians/community members leadership training opportunities to enhance meaningful engagement, their participation in decision making and to assist them with assuming leadership roles.<br>5. The district and all schools, including those receiving Title I funds, plans and provides family engagement opportunities (e.g., workshops, print, video, online/on-demand, etc.) responsive to the needs of their parents and families, and supportive of neighborhood culture and circumstance.<br>6. Provide parents/guardians opportunities (i.e., workshops, college fairs, etc.), guidance on navigating the school system and resources to support their student's preparation for college and career.<br>7. Develop and provide support and resources (e.g. print, video, online/on-demand, etc.) for parents to support student learning on relevant topics such as Common Core and other new content standards, 'a-g' and graduation requirements, LCAP, etc.<br>8. Develop a plan and timeline to train school staffs, community partners and family leaders to empower each and every family with effective home-based strategies.<br>9. Provide a consistent venue for parent communications and information by enhancing the functionality and accessibility of Parent Portal (through PowerSchool), and provide training and support to effectively use this resource.<br>10. Provide resources and materials (e.g., print, video, online/on-demand, etc.) to create a welcoming environment for all families and staff.<br>11. Engage the community in a broader dialog and examination of issues related to LGBTQ+, race, language, and culture. | LCFF S/C<br><br>Title I |

| | |
|---|---|
| Clairemont | 49.7 |
| Crawford | 45.7 |
| Henry | 77.5 |
| Hoover | 59.5 |
| Kearny | 59.0 |
| La Jolla | 95.1 |
| Lincoln | 52.2 |
| Madison | 55.6 |
| Mira Mesa | 84.3 |
| Mission Bay | 76.0 |
| Morse | 61.1 |
| Point Loma | 79.9 |
| San Diego | 55.2 |
| Scripps Ranch | 90.3 |
| Serra | 84.3 |
| University City | 85.3 |

Working Draft Document

| | | |
|---|---|---|
| **(bold** denotes-state required metric) | 12. Collaborate with the San Diego Education Association (SDEA) to build on and expand the Home Visit Project to increase parent engagement and build positive relations between staff, students, parents, and the community.<br>13. Provide workshops on parent-selected topics such as parent rights, English as a Second Language, LCAP, Individual Education Plans (IEP), how to navigate the school system, and how to support students with effective home-based strategies. | |
| | **5.2 Parent and Community Assistance and Support**<br><br>1. The Quality Assurance Office is accessible and responsive to parents, staff and community who express concerns or seek assistance. | LCFF Base |
| | **5.3 Translation and Interpretation Services**<br><br>1. Provide translation and interpretation services to facilitate effective communication, engagement, and participation for all stakeholders.<br>2. Review and respond to cluster-specific needs and communication preferences (e.g. Crawford cluster – need for services in key languages including Arabic, Somali, Kizigua, Swahili, and Karen with preference for verbal/oral interpretation).<br>3. Increase staffing and resources for the Translation Department to more effectively serve a wider range of language groups and needs. | LCFF S/C<br><br>Title I |
| | **5.4 Enrollment Options and Opportunities**<br><br>1. Create an accessible, personalized, and welcoming enrollment center to highlight and support neighborhood and district schools.<br>2. Review, update, and revise district and school websites, including dashboard to ensure easily accessible school information.<br>3. Monitor and review increased/decreased school, cluster, and neighborhood enrollment patterns and participation.<br>4. Provide communication and recruitment strategies to ensure all eligible students participate in Pre-K and TK. | LCFF S/C |
| | **5.5.a./5.5.b. Customized Cluster Strategies**<br><br>Develop and implement strategies customized for each cluster.<br>1. Align all academic programs, Pre-K – 12.<br>2. Review alternative education and support programs, providing targeted credit recovery and independent study support for five identified high need high schools.<br>3. Identify, review, and expand successful programs in targeted clusters (e.g. dual-language, VAPA, STEAM).<br>4. Establish a committee comprised of parents and community members to work collaboratively with district staff on district initiatives such as communication and information, the implementation of the Framework for Systemic Family Engagement, and help establish criteria to measure family engagement. | LCFF Base |
| | **5.6 Community Relations and Partnerships** | |

Working Draft Document

| | | |
|---|---|---|
| | 1. Improve district communication strategies and structures for timely and easy access to information, support, and resources.<br>2. Create, sustain, and expand community partnerships to support student and family engagement and learning.<br>3. Provide for current, accurate, and timely communication to parents regarding student learning (e.g., Naviance, website, automated calls, school and teacher communications). | LCFF S/C |

Working Draft Document

| GOAL 6: | **6. Well-orchestrated District-wide Support Services and Communications**<br>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:<br>State: 1 ✔ 2 3 4 5 6 7 8<br>Local: 1 2 3 4 5 6 7✔ 8 9 10 11 12 |
|---|---|---|

| Metrics | Actions | Budgeted Expenditures |
|---|---|---|
| --- | **6.1 Basic Services and Infrastructure**<br><br>Provide district infrastructure for basic services to ensure effective system-wide support for schools and personnel, including:<br>• Finance, Payroll, Procurement<br>• Legal, Legislative, Risk Management, Labor Relations, Charter<br>• Human Resources<br>• Integrated Technology Support Services (ITSS)<br>• Other Operations (e.g., Distribution, Real Estate, etc.) | LCFF Base |
| | **6.2 Communications**<br><br>1. 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.<br>2. Re-engineer district and school websites to be more user-friendly and transparent, better organized, and mobile/tablet friendly for all stakeholders including parents, community and staff.<br>3. Expand use of digital communications including webpages, electronic newsletters, social media, streaming and on-demand videos, and SchoolMessenger.<br>4. Enhance communications and information sharing with clusters.<br>5. Collaborate with the County Office of Education and other districts on the development and distribution of standard, targeted messages to support student success. | LCFF Base |

Working Document

San Diego Unified School District

## 2016-19 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 |
| LGBTQ+ | Lesbian Gay Bisexual Transgender Questioning |
| LIY | Low Income Youth |

| Abbrev. | Definition |
|---|---|
| NEP | National Equity Project |
| NGSS | Next Generation Science Standards |
| 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 |
| | |

Working Draft Document