Second Reading and Adoption 6-28-16

VISION 2020 QUALITY SCHOOLS IN EVERY NEIGHBORHOOD

2016-17 LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

San Diego Unified School District

"User Friendly" Format

Goal 1: Closing the Achievement Gap with High Expectations for All

All levels of the organization work to improve student achievement and close the achievement gap for all underperforming student groups.
(Related State Priorities: 4, 8)

Metrics:	Ref #/Topic	Actions	Budgeted Expenditures
1. **EL reclassification rates** and numbers at school and district level: Baseline (10.5) + 15% 2. ELs making at least one year's progress in learning English as measured by the CELDT: Baseline (58%) + 15% 3. **ELs Achieving Proficiency in English** as measured by the CELDT: <5 Years cohort: Baseline (26.4%) + 15%; 5+ Years cohort: Baseline (43.5%) + 15% 4. **California Assessment of Student Performance and Progress (CASPP):** 100 – Baseline (ELA = 51%, Math = 41%) x 20% 5. **High school graduation rates:** Baseline (87.9%) + 2 pts. 6. **High school dropout rates:** Baseline (5.2%) - 10% 7. **Early Assessment Program (EAP) results:** 100 – Baseline (ELA = 42%; Math = 48%) x 20% 8. **Middle school dropout rates** (Grade 8): Baseline (0.16%) - 30% 9. **Academic Performance Index (API)** (as allowed by AB484): Establish baseline when available	**1.1.a. Multiple Measures and Data – All Students**	1. Schools will use formative assessments to develop learning plans, set goals with students, monitor progress, and evaluate the effectiveness of the plans at the end of the year. Relevant data will be accessible and readily available for staff use in developing plans, setting goals, monitoring progress and evaluating effectiveness. 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. 3. The district will continue to develop, monitor, and refine an information intelligence system that provides for real-time data, reporting, and dashboards. 4. Identification for Gifted and Talented Education (GATE) eligibility will include the use of multiple measures.	$3,214,000 LCFF Base $86,000 Title I
	1.1.b./1.1.c. Multiple Measures and Data – Student Groups	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) will continuously analyze data and discuss student progress to: • Monitor the progress of English Learners (EL) including Long-Term English Learners (LTELs) and reclassified students. • Determine the short- and longer-term needs of English Learners (ELs). • Determine specific actions designed to accelerate language acquisition and learning for English Learners (EL). 2. Site administrators and classroom teachers will routinely analyze data on the achievement of African, African American and Latino students. Support plans will be developed, implemented, and monitored in the areas of achievement, attendance, and behavior. 3. Site administrators and classroom teachers will routinely analyze data on the achievement of students with disabilities. Support plans will be developed, implemented, and monitored in the areas of achievement, attendance, and behavior. Multiple data points will be used to represent various sub-groups	See Action 1.1a.

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(bold denotes state-required metrics)		of students with disabilities.	
	1.2.a. Support for Early Learning Programs – All Elementary Schools	1. The district will develop and implement a well-articulated pathway from pre-school through Grade 3, including language instruction (e.g., English Learner [EL] grade level goals, biliteracy and dual language instructional programs).	$7,000 LCFF Base $16,242,000 LCFF S/C
	1.2.b./1.2.c. Support for Early Learning Programs – Student Groups	1. Lower class size will be implemented in Transitional Kindergarten (TK) - Grade 3. 2. TK-3 students will receive differentiated instruction, to ensure reading proficiency by Grade 3. 3. Targeted intervention and support will be provided for at-risk learners. 4. Professional development for teachers will be provided on key topics including student centered teaching, early intervention and support, effective teaching practices, and parent communication. Training by cluster, and cross-cluster and out of district visits to observe best practices will be included. 5. Outcomes for TK and K students with disabilities will be improved by providing access to age-appropriate educational opportunities with non-disabled peers. 6. Communication and recruitment strategies will be provided to families to ensure all eligible students participate in Pre-K and TK. 7. A multi-year implementation of the Sobrato Early Academic Language (SEAL) model will be piloted to build early learning language and literacy skills capacity. The Sobrato Model is a comprehensive program of intensive, enriched language and literacy education for EL students in TK-Grade 3 that includes alignment of preschool and the K-3 system around a shared vision of powerful language development as the foundation for academic success, simultaneous academic language and literacy (including bilingual options), language-rich environments and instruction with an emphasis on expressive and complex oral language development and enriched vocabulary, text-rich curriculum to engage students with books and instill appreciation for reading and writing, language development through thematic units on science and social studies, and parent/home support for language and literacy development.	See Action 1.2.a.
	1.3.a. Support for Secondary Student Access to High-Level Coursework Leading to Graduation – All Middle and Senior High Schools	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.	$2,842,000 LCFF Base $7,072,000 LCFF S/C $795,000 Title II
	1.3.b. Support for Secondary Student Access to High-Level Coursework Leading to	1. Counselors and support staff will monitor student progress toward graduation and access to advanced pathways, with emphasis on English Learners (EL), students with disabilities, youth in transition, and African American and Latino students.	See Action 1.3.a.

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	Graduation – Student Groups	2. Central office and secondary school staffs will work collaboratively to identify and implement best practices that improve the outcomes for all Grade 9 students at every high school. 3. Schools with high percentages of students off-track to graduate will continue to have additional Grade 9 and 10 counselors to support students to remain on track and develop a college-going culture. 4. Increased counselor allocations will continue to be provided to all middle and high schools. 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, career and community. Well-articulated pathways for Grades 6-12 will be developed and designed to meet the continuum of needs for students to graduate ready for college, career and community. 6. Additional high school innovation centers will be established to reconnect students on a pathway to meaningful graduation that meets a continuum of individual needs including enrichment, acceleration, and intervention. 7. Mentoring programs will be expanded at identified middle and high schools.	
	1.4.a. Supplemental School Allocations for Multiple Levels of Support – Student Groups	Schools will provide for multiple levels of support, including differentiated instructional practices, to meet the needs of all learners. 1. All schools will receive a supplemental Local Control Funding Formula (LCFF) allocation proportionate to the number of English Learners (EL), foster youth (FY), and low income (LI) students. Each school will select the most appropriate supplemental interventions, classroom supports, and/or professional development supports and services to meet the specific needs of their EL, FY, and LI students. 2. Schools that are composed 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.	$12,448,000 LCFF S/C $18,403,000 Title I
	1.4.b./1.4.c. Supplemental School Allocations for Multiple Levels of Support – Title I	1. Eligible schools will receive supplemental Title I funds, proportionate to the number of low income students. Each school will provide supplemental instructional services, supports, and interventions to increase achievement	See Action 1.4.a.

	Schools	based on the needs of their students.	
	1.5. Additional Intervention and Student Support – All Students/Groups	1. A Summer School program will be offered to support credit completion and on-time graduation, serve the special needs of students with disabilities, and provide opportunities for support and acceleration for English Learners (EL). A Summer Bridging program to ensure readiness for high school for incoming Grade 9 students will also be offered. 2. Rigorous online learning opportunities will be provided. 3. Counseling services to support the unique academic, emotional, and personal needs of students will be provided. 4. Nursing services to support the academic, health and wellness needs of students will be provided. 5. The mentor program for at-risk youth to monitor attendance, behavior, and school performance will be expanded. 6. The district will expand and support 1-to-1 digital tools to foster differentiated learning and anytime access to learning. 7. All schools, site administrators and area superintendents will provide support in the development and implementation of quality Response to Instruction and Intervention (RTII) programs. Professional development will be provided to ensure staff are prepared to implement the RTII program with fidelity. 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.	$1,712,000 LCFF S/C $3,741,000 Title I
	1.6 Cultural Proficiency	1. The district will 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 the district's diverse students, staff, and families. 2. The district will continue to implement the National Equity Project's (NEP) change management framework to 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. 3. Through equity leadership, the district will continue to redesign schools to: • Remove the predictability of success or failure that currently correlates with race, socio-economic status, and any other social or cultural factor. • End inequitable practices, addressing individual and systemic biases, and creating inclusive multi-cultural school environments for adults and children. • Discover and cultivate the unique talents and interests that everyone possesses.	$600,000 Title I/II
	1.7.a./1.7.b./1.7.c.	To provide for improved outcomes and close the achievement gap for students	$188,535,000

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	Additional Support for Students with Disabilities – All Student Groups	with disabilities, the Special Education Department will coordinate, design, and provide for specialized and age-appropriate programs, services, and supports for students; birth to age 5, TK – Grade 12, and ages 18 – 22. Programs and program services will include: 1. Providing special education teachers and assistants (e.g., mild/moderate, moderate/severe, resource specialists, deaf and hard of hearing). 2. Providing additional student support services (e.g., occupational therapy, physical therapy, nursing services, speech and language, and services for the visually impaired). 3. Providing instructional support, including: • Resource and support staff to identify, develop, and provide professional development, coaching, and instructional tools and resources. • Site administrators to provide guidance, leadership, and support for each area. • The special education trans-disciplinary team providing training and support to administrators, teachers and paraeducators for English Learners (EL) with disabilities and monitoring and refining a comprehensive evaluation process for referrals, identification and placement, and appropriate services. • Offering an Extended School Year (Summer School program). • Providing specialized equipment, tools and resources to meet the instructional or physical needs of students. 4. Providing 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. 5. Providing central office support for program implementation, technical support, and oversight for state and federal requirements. 6. Offering a variety of specialized schools (e.g., Riley, New Dawn, Marcy Center, Whittier Center). 7. Developing, implementing, and monitoring quality student-centered Individualized Educational Plans (IEPs), including documentation and adherence to requirements and timelines. 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 $14,251,000 LCFF S/C
	1.8 Additional Support for English Learners (EL)	1. English Learner (EL) supports will be organized to provide focused cluster-based support with an emphasis on: • Developing highly engaged English Learner Advisory Committees (ELACs). • Increasing reclassification rates. • Support for annual testing of English proficiency.	$9,652,000 LCFF S/C $3,648,000 Title III

		• Response to Instruction and Intervention (RTII) process for English Learner (EL) achievement. • Best first practices to support English Learners (EL). 2. Area superintendents, Common Core Cluster Support Teachers (CCCSTs), English Learner Support Teachers (ELSTs), in collaboration with Office of Language Acquisition (OLA) will organize to support schools in the prevention of Long Term English Learners (LTEL) and underperforming reclassified students. • ELSTs, EL coordinators, and/or classroom teachers will conduct goal-setting conversations for meeting student proficiency expectations to demonstrate annual growth on the California English Language Development Test (CELDT). • ELSTs in collaboration with the site English Learner (EL) coordinator will meet with students to review reclassification expectations. • Parents/guardians will be informed of the reclassification criteria and process. 3. To promote accelerated English language development, English Learners (EL) will be provided with appropriate *Designated* and *Integrated* English Language Development (ELD) until they are reclassified as English proficient: • Daily designated and integrated ELD instruction will be provided at the elementary level. • Middle and high school master schedules will provide appropriate levels, numbers, and sections of designated English Language Development (ELD) classes to support enrolled English Learners (EL). • Schools with high numbers of recently arrived/immigrant students will provide daily designated and integrated ELD instruction as well as access to grade level core curriculum, and ensure that they are provided appropriate differentiated instruction. • Grade K-12 integrated ELD (academic language development across all disciplines) will be provided through core content instruction. 4. The district, through collaboration between schools and the Office of Language Acquisition (OLA), will provide professional learning opportunities that focus on instruction and supports for English Learners (EL) (e.g., biliteracy, dual language, secondary, secondary world language), and oversight of state and federal requirements. • The Office of Language Acquisition (OLA) and area superintendents will 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. • The Office of Language Acquisition (OLA) and ELSTs will provide supports for dual language schools. 5. The district will continue to provide and expand access to specialized courses at the middle and high school levels to promote English Learner (EL) achievement, including Academic Language Development (ALD) and Spanish for Spanish Speakers.	

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		6. Summer School English Language Development (ELD) opportunities for credit recovery or acceleration will be provided for English Learners (EL) to lead to timely completion of district graduation/'a-g' requirements and preparation for college, career and community. 7. The district will increase written translation and oral interpretation services for families. 8. The district will develop an English Learner (EL) master plan that includes student expectations, grade level goals and well-articulated pathways for 21st Century college, career and community readiness. 9. The Office of Language Acquisition (OLA) will convene a committee to begin researching best and promising practices for working with Students with Interrupted Formal Education (SIFE) and refugee students. The committee, composed of staff, parents, and students, will recommend a framework for addressing the unique academic, social, and emotional needs of SIFE and refugee students.	
	1.9 Additional Support for Foster Youth	1. Resource teachers will 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. 2. 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. 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 and foster to monitor attendance, behavior, school performance and progress toward graduation. 4. The district will develop a plan to encourage foster and homeless youth and their parents and guardians to participate as stakeholders in school and district-level initiatives, such as the Local Control and Accountability Plan (LCAP).	See Action 4.3
	1.10 Additional Support for African American and Latino Students	1. The district will provide communication and recruitment strategies to families to ensure all eligible students participate in Pre-K and Transitional Kindergarten (TK). 2. The district will improve graduation rates for African American and Latino students. 3. The district will recruit teachers and staff that are reflective of and possess the cultural proficiency to effectively engage its diverse student population. 4. Through collaborations with the Race Human Relations and Advocacy (RHRA)	$433,000 LCFF S/C $247,000 Title I $316,000 Title II

		Department, central office and school staff, the cultural proficiency of all staff will be developed to effectively engage in the diversity of all students, families, and staff. 5. Site administrators and classroom teachers will 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. The district will 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. 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 will be developed. 8. The district will 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. The development of Ethnic Studies courses that meet the 'a-g' elective history requirement will be expanded, and an Ethnic Studies pathway that culminates with students taking college-level Ethnic Studies courses will be developed. 10. The district will provide support for parents and families of underachieving African American and Latino students. 11. The district will support the goals of the Pledge to Improve the Achievement of Young Men of Color Plan by: • Increasing enrollment of males of color in early learning programs (i.e., Pre-K, TK). • Increasing 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 [the last course in a planned sequence necessary for employment in an identified occupation]). • Developing an Ethnic Studies introductory course, using culturally empowered curriculum. • Developing culturally relevant curricula products (i.e., lesson plans and resources). • Continuing to monitor the progress of males of color using formative assessments and other measures, intervening when students are not demonstrating growth. • Increasing the diversity of all staff.	

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Goal 2: Access to Broad and Challenging Curriculum

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 Priorities: 1, 2, 5, 7)

Metrics:	Ref #/Topic	Actions	Budgeted Expenditures
1. **Availability of standards aligned instructional materials:** Maintain at 100% (per annual Board resolution of sufficiency) 2. **Completion of 'a-g' course sequence with grades of C or higher:** Baseline (51%) + 30% 3. **Students on track after their second year of high school for the district course sequence ('a-g') included in district graduation requirements:** Baseline (59%) + 30% 4. Increased enrollment and passage rates in advanced coursework (i.e., **AP,** IB, honors, and community college courses): Participation Baseline (37%) + 15%; Passing Baseline (57%) + 15% 5. College, Career and Technical Education (CCTE) course sequence completion (seniors passed 3 or more courses): Baseline (29%) + 30%	**2.1 Pathways to College and Career Readiness**	1. Coherent and well-articulated programs and course pathways will be provided within and across all grade levels that lead to meaningful graduation for all students, in preparation for college, career and community. 2. The district will monitor master schedules to ensure access to 'a-g' courses for all high school students and all student groups. 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). 4. The district will promote agency in all students in Grades 8 and 10 through a work-based learning experience that results in the development of a Grade 8 agency plan and a Grade 10 post secondary/financial plan. • Through partnerships with the San Diego Workforce Partnership, Qualcomm, UCSD Extension, Junior Achievement, and Project Lead the Way (PLTW), all Grade 8 students will leave middle school and all Grade 10 students will leave 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 and community with the beginning of a plan that will lead to post secondary success and a meaningful graduation. • Each student in Grade 8 will visit UCSD Extension or Qualcomm and take 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 each student's strength inventory will be revealed and students will engage in an opportunity that connects them to their strengths/interests as they relate to the San Diego workforce. An agency plan will be created to bring to their high school counselors. • 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	See Actions 1.2, 1.3, 1.7, 1.8, 1.9, 1.10, 2.2, 2.5

6. Percentage of students earning D and F Grades: Baseline – 30%

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

7. Percentage of students earning a Seal of Biliteracy: Baseline (5.2%) + 30%

(bold denotes state-required metric)

	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	1. All students will 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]). 2. In addition to the core content areas of math, science, English/Language Arts, social studies, and physical education, the district will provide enhanced and 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); Civics Education; Interscholastic Athletics; and outdoor learning opportunities. 3. The district will expand Ethnic Studies courses that meet the 'a-g' elective history requirement, and continue partnering with the San Diego Community College District to a provide capstone course (the last course in a planned sequence necessary for employment in an identified occupation) for the Ethnic Studies pathway. 4. Sites will collaborate with the district GATE Department to plan, clarify, and improve the GATE program. 5. Additional Visual and Performing Arts opportunities will be provided to selected Title I schools. 6. Visual and Performing Arts will be enhanced by beginning a yearly band uniform replacement rotation cycle, providing additional musical instruments and repairs, and support in vocal music, dance, and theater. 7. The district will provide culturally enriching, off-site experiences for selected schools, including activities at Old Town, Balboa Park and Mission Trails Regional Park.	$34,089,000 LCFF Base $16,185,000 LCFF S/C $1,500,000 Title I
2.3.a. Aligned District Course of Study and Curriculum – All Students	1. The district will review, update and monitor its course of study to fully align with the Common Core and English Language Development (ELD) State Standards, the Next Generation Science Standards (NGSS), and the University of California (UC) 'a-g' requirements.	$659,000 LCFF Base $122,000 LCFF S/C

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Metrics:	Ref #/Topic	Actions	Budgeted Expenditures
	2.3.b./2.3.c. Aligned District Course of Study and Curriculum – Groups	1. The district will 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 will 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.	See Action 2.3.a.
	2.4.a. Instructional Resources and Materials – All Students	1. The district will identify and provide standards-aligned culturally relevant instructional materials and resources. 2. The district will provide new Common Core math curriculum to elementary schools.	$2,790,000 LCFF Base $4,653,000 LCFF S/C $5,116,000 Lottery: Instr. Mat'ls.
	2.4.b./2.4.c. Instructional Resources and Materials – Groups	1. Digital resources will be expanded including timely replenishing of teacher and student devices, as well as maintaining and upgrading technology infrastructures. 2. Increased access to school libraries will be continued. 3. Increased access to online libraries, available anytime, will be continued as well as access to community libraries through partnerships. 4. The district will increase/expand 1-to-1 access for digital tools. 5. Online and blended learning opportunities will be provided to students and staff. 6. Culturally relevant instructional materials (e.g., mentor texts for writer's workshop) will be provided.	See Action 2.4.a.
	2.5 Additional Support for English Learners	1. The district will provide, refine, and monitor Grades K-12 English Learner (EL) course placement and pathways. 2. Well-articulated English Learner (EL) programs that include access to advanced courses and learning opportunities that lead to college, career and community preparedness will be provided. 3. A coherent, sequential course of study from elementary to secondary for biliteracy, dual language, and world language programs will be provided. 4. The Academic Language Development (ALD) course will be expanded to more middle and high schools with Long-Term English Learners (LTEL).	$11,580,000 LCFF S/C
	2.6. Instructional Programs and Services for Students with Disabilities	1. Quality, appropriate educational programs, services, and supports to ensure access to a broad and challenging curriculum and access to advanced courses will be provided for students with disabilities. 2. The district will provide, refine, and monitor course placement and pathways (birth-age 22) of students with disabilities. 3. Well-articulated special education services that include appropriate transition services will be provided that lead to college, career and community readiness.	See Action 1.7

Goal 3: Quality Leadership, Teaching and Learning

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 Priorities: 1, 2, 4, 6)

Metrics:	Ref #/Topic	Actions	Budgeted Expenditures
1. **Percentage of fully credentialed teachers:** Baseline (95.6%) + 30% of (100 - baseline) 2. **Rate of teacher miss-assignments:** Maintain at 0% 3. Annual Principal Certification that the school has availability of standards-aligned instructional materials, students are enrolled in a broad course of study (as described in Education Code section 51210), and teachers provide instruction aligned to the California state standards – Maintain at 100% ***(bold denotes-state required metric)***	**3.1.a./3.1.b. Acquire, Develop, and Retain Classroom Teachers, Certificated Support Personnel, and Site Administrators**	1. The size, stability, diversity, and quality of the teacher applicant pool will be increased through improved outreach and support for multiple pathways into teaching, by: • Human Resource Services staff attending national recruitment events hosted by historically black colleges and universities and bilingual educator events. • Strengthening university partnerships to ensure early access to high quality, diverse graduates and intern-eligible students and hosting and participating in local hiring events with university partners to interview and hire these candidates. • Offering early employment contracts to high quality, diverse candidates in hard-to-staff areas (Math, Science, and Special Education). • Implementing hiring processes that ensure the provision of employment information to candidates in a timely manner. • Continuing to build partnerships with military institutions to hire veterans and their spouses into the fields of teaching and educational support. • Exploring partnerships and programs that support the development of apprenticeship and internship opportunities for district students to enter the field of education. • Regularly monitoring potential barriers to initial and continued employment of diverse candidates. • Continuing to convene the Teacher Pipeline Advisory Committee to monitor and analyze data to determine needs of candidates in all stages and programs of the pipeline; identify data tools and collection responsibilities; collaborating with outside partners on input and analysis; disseminating and using data to improve recruitment efforts. • Engaging in partnerships with other large urban districts to promote the field of education and work toward national solutions to the teacher shortage and developing a purposeful plan to market education as a premier profession. • Collaborating with district departments to build early interest in, and capacity for, teaching by strengthening existing pre-collegiate programs and recruiting district students to the field of education. • Working with universities to assign student teachers to inner-city schools.	$472,523,000 LCFF Base $6,932,000 LCFF S/C

Metrics:	Ref #/Topic	Actions	Budgeted Expenditures
	3.2.a./3.2.b. Develop Capacity of Beginning Teachers and Teachers in Need of Support	1. District support for beginning teachers and interns, and peer assistance to effectively teach diverse student groups will be provided. 2. A beginning teacher induction program will be provided. 3. A Peer Assistance and Review (PAR) program will be provided. 4. The district will collaborate and partner with universities for developing teachers including interns and student teachers.	$1,079,000 LCFF S/C $1,077,000 Title II
	3.3.a./3.3.b. District Systems to Develop Instructional Capacity	1. Systems of support at the school and district level will be provided to enhance instructional practices, professional learning, attendance, and success. 2. The district will support site-based professional learning through Instructional Leadership Teams (ILT) and Professional Learning Communities (PLC). 3. Site and cluster-level support and learning opportunities will be provided through collaboration with Common Core Cluster Support Teachers (CCCST), English Learner Support Teachers (ELST), Special Education project resource teachers, paraeducators and other district staff. 4. Ongoing district professional development for site capacity builders in the areas of mathematics and literacy will be offered. 5. In priority high schools, teacher-driven standards-based curriculum will be implemented and will be supported by instructional coaches and Common Core Cluster Support Teachers (CCCST).	$309,000 LCFF Base $2,671,000 Title II
	3.4.a./3.4.b. Develop Leadership Capacity	1. Area superintendents and school leaders will participate in comprehensive professional development to support instructional leadership directed at improved teaching and learning in the classroom with a specific focus on literacy and relational leadership. 2. Principals will participate with teachers in regular Professional Learning Communities (PLC) to plan, design lessons, examine student data, and refine lessons to impact student learning. 3. Differentiated leadership supports will be provided to principals to foster positive and collaborative student and staff relationships, positive school climate, and students' academic success. 4. Professional development and capacity building will focus on best practices for African-American, Latino, English Learners (EL) and students with disabilities. 5. The district, in collaboration with the San Diego Education Association (SDEA) will develop a professional growth system for educators. • During the 2016-17 school year, schools will have the opportunity to prototype different aspects of a growth system. • Principals and association representatives will work together to study growth models, and communicate with and support staff as the new system is created.	$2,179,000 LCFF Base

Second Reading

Metrics:	Ref #/Topic	Actions	Budgeted Expenditures
	3.5.a./3.5.b. Professional Development – Standards, Instruction, and Support	1. Schools will develop, monitor, and adjust their Capacity Building Plan throughout the school year. 2. Common Core support teachers, English Learner Support Teachers (ELST), English Learner (EL) resource teachers, and Special Education project resource teachers and paraeducators will 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. 3. The RELY (resource library) and online professional development modules will be available to support teaching and learning. 4. The content of professional development will support the effective implementation of the ELA/ELD state standards. • Professional development will be available to district personnel including administrators, classroom teachers, ELSTs and paraeducators with a focus on Designated ELD and Integrated ELD. • Specialized professional development will be provided to teachers and other staff who serve students who have newly arrived to the United States. 5. Professional development will be provided for the integration of relevant technology platforms across curricular subjects. 6. Professional learning will be provided 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, including students who receive special education services. 7. The district will build an integrated system (Special Education Department, Office of Leadership and Learning, Office of Secondary Schools, Office of Language Acquisition [OLA] and area superintendents) to collaborate in supporting schools in providing quality professional learning and instructional support for students with disabilities and English Learners (EL). The district will provide supports and training for: • Teams of special educators and general educators to engage in professional learning in literacy at the elementary level with ongoing support and learning throughout the year, beginning with a 2016 Summer Institute. • The district will provide supports and training for special and general education teachers, paraeducators and support staff that teach and support students with special needs, including students with disabilities, English Learners (EL), and Gifted and Talented Education (GATE) students throughout the school year. • Relevant professional learning will be provided for paraeducators and all	$617,000 LCFF Base $6,333,000 Title I $2,451,000 Title II

Metrics:	Ref #/Topic	Actions	Budgeted Expenditures
		support staff to build capacity to efficiently and effectively perform their duties to support student learning, including effective parent/family communication. 8. Professional development in Reading and Writing Workshop will be provided by Teachers College at Columbia University for Grade TK-8 teachers. 9. Professional development will be provided to teachers and principals at selected sites to build capacity in mathematics through the Teacher Development Group (Studio and Greenhouse). 10. Release time will be provided for every secondary school to include an interdisciplinary team of teachers and vice principals to build capacity and provide professional development in literacy and numeracy.	

Second Reading

Goal 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 Priorities: 1, 5, 6)

Metrics:	Ref #/Topic	Actions	Budgeted Expenditures
1. **School Climate Survey:** (100 – Baselines) x 30%; **Safety** Baselines: Gr. 7 = 65%, Gr. 9 = 60%, Gr. 11 = 66%; **Protective Factors** Baselines: **Caring Relationships**: Gr. 7 = 38%, Gr. 9 = 31%, Gr. 11 = 39%; **High Expectations:** Gr. 7 = 56%, Gr. 9 = 47%, Gr. 11 = 50%; **Meaningful Participation:** Gr. 7 = 15%, Gr. 9 = 13%, Gr. 11 = 18% 2. **Suspension Rates:** Baseline (5.6%) - 30% 3. **Number of Expulsions:** Baseline (107) - 30% 4. **Student attendance rates:** Baseline (95.83%) + .75 5. **Chronic absentee rates:** Baseline (10.24%) - 30% 6. **Facilities Inspection Tool** (% of schools at "Good" or better): 100% of schools will be at the "Good" or better rating on the FIT 7. School Safety Plan – Percent of schools with compliant school safety plans: Maintain at 100% ***(bold denotes-state required metric)***	**4.1.a. Provide for Social and Emotional Needs: Counseling, Guidance, and Behavioral Support – All Students**	1. Counseling, psychological and guidance services that address student social and emotional needs will be provided. 2. Support systems for improved student attendance and alternative placement opportunities will be provided.	$14,640,000 LCFF Base $8,504,000 LCFF S/C $600,000 Title I/II $425,000 California Endowment Grant
	4.1.b./4.1.c. Provide for Social and Emotional Needs: Counseling, Guidance, and Behavioral Support – Groups	1. Additional counselors for high need schools will be provided. 2. Support, case management, and referrals for ongoing mental health treatment and support will be provided. 3. Behavior support resources will be provided. 4. Restorative justice and Positive Behavioral Intervention and Support (PBIS) will be expanded to more schools. 5. Additional, focused support for students with disabilities, including mental health and behavior support services, and PBIS collaboration will be provided. 6. The district will create a comprehensive elementary counseling model that increases academic, social emotional and college, career and community readiness by: • Providing additional counseling support to focus elementary schools in a piloted approach, beginning with one cluster in a pilot project. • Utilizing a research-based social emotional curriculum across the district at the elementary level. • Providing a tiered level of support utilizing a comprehensive counseling program. • Providing increased support with school climate approaches such as Positive Behavioral Interventions and Supports (PBIS), restorative justice, trauma informed care, and learning partnerships in connection to the district equity lens.	See Action 4.1.a.

Second Reading

		• Expanding behavioral support resources to provide access to more general education concerns. 7. Professional development opportunities will be provided 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 Behavioral Interventions and Supports (PBIS), trauma informed care practices, development of learning partnerships, and increased support from school counselors and other support staff. 8. Schools will 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 campus norm. 9. The district will monitor suspension and expulsion data, attendance and chronic absenteeism.	
	4.2.a./4.2.b./4.2.c. Provide for Student Health and Wellness	1. Nursing services will be provided. 2. Health clinics and collaboration will be expanded. 3. The district will continue to implement its comprehensive wellness policy, utilizing an assessment to determine an action plan related to wellness, providing annual professional development focusing on identified needs, and highlighting the benefits of physical education and proper nutrition to promote comprehensive wellness. 4. Additional focused support for students with disabilities will be provided. 5. Additional focused support for students with significant health needs will be provided using the acuity model. 6. Additional nursing services will be provided for high need schools. 7. The district will 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. A coordinator at each site will facilitate the complex process in addition to support in creating a welcoming and useful space for the families and communities to access.	$6,200,000 LCFF Base $5,155,000 LCFF S/C $2,413,000 Title I
	4.3 Additional Support for Youth in Transition	1. The district will 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. 2. A Children and Youth in Transition (CYT) resource teacher will coordinate and collaborate with the area superintendents, supporting departments and school	$189,000 LCFF S/C $913,000 Title I

Metrics:	Ref #/Topic	Actions	Budgeted Expenditures
		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. 3. Central office and school personnel will coordinate and collaborate 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 may include linkages or access to tutoring, mental health, medical, basic needs (i.e., clothing, food), school supplies, and transportation to school of origin. 4. 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. 5. 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 developed 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. 6. 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. 7. 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. 8. Professional development will be provided on laws and topics pertaining to foster and homeless youth (e.g., AB 490, McKinney Vento Act, graduation requirements, trauma informed care resources).	
	4.4 Youth Advocacy	1. District-wide efforts will be continued to provide safe inclusive environments for all students to thrive, specifically Lesbian, Gay, Bisexual, Transgender and Questioning (LGBTQ+) students by: • Continuing LGBTQ+ awareness and advocacy trainings at school sites and departments. • Producing inclusive curricula products (i.e., lessons and resources) that	$926,000 LCFF S/C $263,000 Title I

Second Reading

Metrics:	Ref #/Topic	Actions	Budgeted Expenditures
		adhere to the FAIR Education Act, coordinated by the History/Social Sciences Department and the Office of Youth Advocacy. • Developing an ongoing method to survey and report results of the inclusive climate in secondary schools. • Continuing to support Gay-Straight Alliances (GSA) at our secondary schools as a robust and viable source of student empowerment. 2. The Ethnic Studies curriculum team, the FAIR Education curriculum committee, and the History/Social Sciences Department will develop culturally relevant curricula. 3. The Race/Human Relations and Advocacy (RHRA) Department will continue to provide support services, such as: • 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. • Responding to requests by area superintendents and other leaders to conduct consultations and other activities to address equity concerns at schools and departments. • Assistance in conducting restorative conferences and mediation sessions at schools and departments, as necessary. • Supporting the implementation of LGBTQ+ training sessions, as directed by the LGBTQ+ Education and Advocacy Dept. • Providing professional development and support in the implementation of the Ethnic Studies elective course, and serving as resource to the Ethnic Studies teachers. • Continuing established culturally supportive activities at selected sites, such as Circulo de Hombres and Girls Support Group. • Supporting sites experiencing cultural dissonance and/or other related issues, as directed by site and district leadership.	
	4.5.a./4.5.b. School Support Staff and Resources	1. The district will 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. 2. Bilingual staff will promote effective engagement and communications for English Learner (EL) parents and families. 3. The district will provide schools and supporting departments with general supplies and operating expenses. 4. The district will provide training and updates to ensure well-trained and	$50,172,000 LCFF Base $1,178,000 LCFF S/C

Metrics:	Ref #/Topic	Actions	Budgeted Expenditures
		informed staff, including effective parent/family communication.	
	4.6 Healthy and Nutritious Meals	To promote well-nourished students who are better prepared to fully participate in learning, the district will provide all students with access to wholesome, healthy, and appealing meals; and develop menus that meet or exceed USDA nutrition standards and offer a wide variety of student-tested and approved entrées. Programs and services will include: • Providing Breakfast in the Classroom and Morning Break Café. • Providing Farm to School and Garden to Café programs using produce from local farms and school gardens for school salad bars. • Developing a Smart Phone/SDUSD Menu App to provide students and families with immediate access to all school menus, including photos, nutrients, and allergens.	$61,908,000 Cafeteria Special Reserve Fund
	4.7 Attractive, Clean, and Well Maintained Schools	1. The district will maintain clean and inviting schools that are worthy of our students and families. 2. Schools will be well maintained and in good repair. 3. Schools will be provided with necessary supplies and utilities. 4. Schools will operate in a sustainable and environmentally responsible manner. 5. Training and updates will be provided to ensure well-trained and informed staff.	$59,426,000 LCFF Base $151,000 LCFF S/C
	4.8 Safe Schools	1. The district will ensure that school safety is a priority that is monitored by school staff with the support of School Police Services, including: the annual update of School Safety and Emergency Response Plans and inspection of Emergency Response Boxes; student supervision; and School Safety Committees. 2. The district will review, monitor and update equipment and tools (e.g., emergency communication systems). 3. Training and updates will be provided to ensure well-trained and informed staff.	$12,727,000 LCFF Base $1,363,000 LCFF S/C

Goal 5: Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families and Communities

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 Priority: 3)

Metrics:	Ref #/Topic	Actions	Budgeted Expenditures
1. **School Climate Survey:** (100 – Baselines) x 30%; **Safety** Baselines: Gr. 7 = 65%, Gr. 9 = 60%, Gr. 11 = 66%; **Protective Factors**; **Caring Relationships:** Gr. 7 = 38%, Gr. 9 = 31%, Gr. 11 = 39%; **High Expectations:** Gr. 7 = 56%, Gr. 9 = 47%, Gr. 11 = 50%; **Meaningful Participation:** Gr. 7 = 15%, Gr. 9 = 13%, Gr. 11 = 18% 2. School enrollment patterns – 80 – Baselines x 30% 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	**5.1. Meaningful Engagement and Participation**	1. The district will provide tools, resources, and training needed to establish and implement effective school and district-level committees, including School Site Councils (SSC), Site Governance Teams (SGT), English Learner Advisory Committees (ELAC/DELAC), the District Advisory Council for Compensatory Education (DAC), and the Community Advisory Committee (CAC) for special education. 2. An annual district-wide sub-group, school and cluster family engagement survey will be conducted to identify strengths and areas for improvement in family engagement. 3. Schools/parents/guardians will create a family engagement plan based on survey results, student academic needs, and/or identified priorities, and aligned to district 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. 4. Parents/guardians/community members will be provided with leadership training opportunities to enhance meaningful engagement, participation in shared decision making and to assume leadership roles. 5. The district and all schools, including those receiving Title I funds, will plan and provide family engagement opportunities (e.g., workshops, print, video, online/on-demand, etc.) responsive to the needs of parents and families, and supportive of neighborhood culture and circumstance. 6. The district will provide parents/guardians with opportunities (i.e., workshops, college fairs, etc.), guidance on navigating the school system and resources to support their student's preparation for college, career and community. 7. The district will develop and provide support and resources (e.g. print, video, online/on-demand, etc.) for parents and families to support student learning on relevant topics such as Common Core and other new content standards, 'a-g' and graduation requirements, district goals, etc.	$95,000 LCFF S/C $1,644,000 Title I

3. Cluster articulation data - Establish baseline (pending) for the percent of students articulating to schools in their clusters. 4. Parent opportunities for input and participation to engage in Design Thinking sessions and training on High Impact Home Strategies: Establish Baseline. 5. Schools with functional School Site Councils (SSC) as evidenced by timely elections, roster submissions, and posting of agendas and minutes: Establish Baseline. ***(bold denotes-state required metric)***		8. The district will 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 to support their student's learning. 9. A consistent venue for parent communications and information will be provided by enhancing the functionality and accessibility of Parent Portal (through PowerSchool), and providing training and support to effectively use this resource. 10. Resources and materials (e.g., print, video, online/on-demand, etc.) will be provided to create a welcoming environment for all families and staff. 11. The district will engage the community in a broader dialog and examination of issues related to students, such as Lesbian, Gay, Bisexual, Transgender, Questioning (LGBTQ+), race, language, and culture. 12. The district will 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. 13. Workshops will be provided on parent-suggested topics such as parent rights, English as a Second Language (ESL), the Local Control and Accountability Plan (LCAP), Individual Education Plans (IEP), how to navigate the school system, and how to support students with effective home-based strategies. 14. The Family and Community Engagement Dept. will provide support to five clusters each year to provide opportunities to engage parents in Design Thinking sessions and provide training on High Impact Home Strategies.	
	5.2 Parent and Community Assistance and Support	1. The Quality Assurance Office will be accessible and responsive to parents, staff and community who express concerns or seek assistance.	$1,680,000 LCFF Base
	5.3 Translation and Interpretation Services	1. Translation and interpretation services will be provided to facilitate effective communication, engagement, and participation for all stakeholders. 2. The district will review and respond to cluster-specific needs and communication preferences (e.g., the Crawford Cluster's need for services in key languages including Arabic, Somali, Kizigua, Swahili, and Karen with preference for verbal/oral interpretation). 3. The district will increase staffing and resources for the Translation Department to more effectively serve a wider range of language groups and needs.	$957,000 LCFF S/C $51,000 Title I
	5.4 Enrollment Options and Opportunities	1. An accessible, personalized, and welcoming enrollment center will highlight and support the enrollment of students in neighborhood and district schools. 2. The district will review, update, and revise district and school websites, including a dashboard to ensure easily accessible school and student information. 3. The district will monitor and review increased/decreased school, cluster, and neighborhood enrollment patterns and participation.	$1,320,000 LCFF Base

Metrics:	Ref #/Topic	Actions	Budgeted Expenditures
		4. Communication and recruitment strategies will be provided to schools to ensure all eligible students participate in Pre-K and TK. 5. The district will adjust the Choice timeline to best serve the needs of students and families while focusing on supporting and building neighborhood school enrollment and increasing enrollment of students within district boundaries currently enrolled out-of-district and in charter, private and other school settings.	
	5.5.a./5.5.b. Customized Cluster Strategies	1. The district will develop and implement strategies customized for each cluster, by: • Aligning all academic programs, Grades Pre-K – 12. • Reviewing alternative education and support programs, providing targeted credit recovery and independent study support for five identified high need high schools. • Identifying, reviewing, and expanding successful programs in targeted clusters (e.g., dual language; Visual and Performing Arts [VAPA]; Science, Technology Engineering, Arts and Math [STEAM]). • Establishing a committee composed of parents and community members to work collaboratively with district staff on initiatives such as communication and information, the implementation of the Framework for Systemic Family Engagement, and establishing criteria to measure family engagement.	$99,000 LCFF Base
	5.6 Community Relations and Partnerships	1. The district will improve communication strategies and structures for timely and easy access to information, support, and resources. 2. Community partnerships to support student and family engagement and learning will be created, sustained, and expanded. 3. Current, accurate, and timely communication will be provided to parents regarding student learning (e.g., Naviance, website, automated calls, school and teacher communications).	$91,000 LCFF Base

Second Reading

Goal 6: Well-Orchestrated Districtwide Support Services and Communications

All parts of the organization – personnel and infrastructure – work together to support student success through quality schools in every neighborhood.
(Related State Priority: 1)

Metrics:	Ref #/Topic	Actions	Budgeted Expenditures
See Metrics in Goals 1-5.	6.1 **Basic Services and Infrastructure**	1. The district will provide infrastructure for basic services to ensure effective system-wide support for schools and personnel, including: • Finance, payroll, and procurement services • Legal, legislative, risk management, labor relations, and charter school services • Human resource services • Integrated Technology Support Services (ITSS) • Other operational services (e.g., distribution, real estate, etc.)	$119,012,000 LCFF Base
	6.2 **Communications**	1. Effective district-wide communication systems, methods, and strategies will be provided within the district and extended to external stakeholders. Additional venues and strategies to effectively reach all stakeholders will be explored. 2. Continue to improve and refine 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. 3. The district will expand the use of digital communications including webpages, electronic newsletters, social media, streaming and on-demand videos, and SchoolMessenger. 4. Communications and information sharing with clusters will be enhanced. 5. The district will collaborate with the County Office of Education and other districts on the development and distribution of standard, targeted messages to support student success.	$1,540,000 LCFF Base
	6.3 **Operations in Alignment with Vision 2020 and LCAP Goals**	1. The district will ensure that all policies and procedures are in alignment with the district's Vision 2020 and LCAP goals. A thorough review will be conducted and revisions will be made in alignment with California School Boards Association protocols. 2. The district will convene an Instructional Calendar Committee composed equally of parent/student and staff representatives, to develop recommendations for an instructional calendar that academically best serves students.	See Action 6.1

2016-19 LCAP Abbreviation Key

Abbreviation	Definition		Abbreviation	Definition
'a-g'	A series of courses required for admission to University of California		JROTC	Junior Reserve Officers Training Corps
ALD	Academic Language Development		K	Kindergarten
AMAO	Annual Measurable Achievement Objectives		LCAP	Local Control and Accountability Plan
AP	Advanced Placement		LCFF	Local Control Funding Formula
API	Academic Performance Index		LGBTQ+	Lesbian Gay Bisexual Transgender Questioning
AVID	Advancement Via Individual Determination		LI	Low Income
CAC	Community Advisory Committee		LTEL	Long Term English Learner
CASPP	California Assessment of Student Performance and Progress		NEP	National Equity Project
CCCST	Common Core Cluster Support Teachers		NGSS	Next Generation Science Standards
CCSS	Common Core State Standards		OLA	Office of Language Acquisition
CCTE	College Career and Technical Education		PAR	Peer Assistance and Review
CELDT	California English Language Development Test		PBIS	Positive Behavioral Interventions and Supports
CYT	Children and Youth in Transition		PLC	Professional Learning Community
DAC	District Advisory Council for Compensatory Education Programs		Pre-K	Pre-Kindergarten
DELAC	District English Learner Advisory Committee		PTLW	Project Lead the Way
EAP	Early Assessment Program		RHRA	Race/Human Relations and Advocacy
EL	English Learner		RTII	Response to Instruction and Intervention
ELAC	English Learner Advisory Committee		SARC	School Accountability Report Card
ELD	English Language Development		SBAC	Smarter Balanced Assessment Consortium
ELST	English Learner Support Teacher		S/C	Supplemental and Concentration
ESL	English as a Second Language		SDEA	San Diego Education Association
FAIR Act	Fair, Accurate, Inclusive and Respectful Education Act (Senate Bill 48)		SEAL Model	Sobrato Early Academic Language
FIT	Facility Inspection Tool		SGT	Site Governance Team
FY	Foster Youth		SSC	School Site Council
GATE	Gifted and Talented Education		STEAM	Science Technology Engineering Arts Math
Gr	Grade		STEM	Science Technology Engineering Math
GSA	Gay-Straight Alliance		TK	Transitional Kindergarten
IB	International Baccalaureate		UCSD	University of California San Diego
IEP	Individualized Education Program (or Plan)		USDA	United States Department of Agriculture
ILT	Instructional Leadership Team		VAPA	Visual and Performing Arts
ITSS	Integrated Technology Support Services			

Second Reading