Introduction:

The San Diego Unified School District has developed a "User Friendly" document that summarizes the 2016-17 Goals, Actions and Services. The shortened document is available to the public on the district's website at https://www.sandiegounified.org/what-lcap.

LEA: San Diego Unified

Contact: Cindy Marten, Superintendent, cmarten@sandi.net, (619)725-5506

LCAP Year: 2016-17

Local Control and Accountability plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should

carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share*

information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parental involvement: *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate: *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP

The San Diego Unified School District truly values the input of its stakeholders in the LCAP process. The process for sharing information with stakeholders is described below.

2015-16 Process: From September 2015 - May 2016, the Superintendent provided reports and presentations that included the alignment of our local goals (Vision 2020 and the 12 Quality Indicators), supporting LCAP actions and services and baseline data/metrics to the Board of Education in regularly scheduled, open public meetings. Following the Superintendent's Vision 2020/LCAP report each month, stakeholder and advisory groups had the opportunity to engage in dialogued on the report, provide input and feedback on current LCAP implementation and next steps. LCAP feedback forms were available to all stakeholders in English, Spanish, and Somali. District translators were also available to work with parents to ensure all stakeholders had the opportunity to provide feedback. Input was also received continuously via e-mail at lcap@sandi.net.

All LCAP documents were made available to the public throughout the year on the district's webpage at https://www.sandiegounified.org/what-lcap. Video clips of the Board presentations were available at https://www.sandiegounified.org/lcap-board-presentations. The posted documents included the eight state priorities and where these priorities are addressed in the district's LCAP.

Stakeholder groups included:

- Associated Student Body (ASB) Presidents' Council
- Association for African American Educators (AAAE)
- Bargaining Units (Administrators Association San Diego [AASD], Operations-Support Services [OSS], Office-Technical and Business Services [OTBS], Paraeducators [PARA], Police Officers' Association [POA], San Diego Education Association [SDEA])
- Career Technical Education Advisory Committee (CTEAC)
- Clusters (our district is divided into 16 clusters that represent each high school and their middle and elementary feeder schools; each cluster has its own governance system)
- Community Advisory Committee on Special Education (SpEd CAC)
- District Advisory Council on Compensatory Education (DAC)
- District English Learner Advisory Committee (DELAC)
- Gifted and Talented Education District Advisory Committee

At its March 2016 meeting, the LCAP Planning Team reviewed a compilation of 2015-16 stakeholder feedback received to date and identified trends and themes. These trends and themes were shared with the district's Instructional and Operational Cabinet members for consideration in development of the 2016-17 goals, actions and services.

The resulting early draft 2016-17 LCAP document was then made available to the stakeholder groups including:

- Associated Student Body (ASB) Presidents' Council
- Association for African American Educators (AAAE)
- Bargaining Units (Administrators Association San Diego [AASD], Operations-Support Services [OSS], Office-Technical and Business Services [OTBS], Paraeducators [PARA], Police Officers' Association [POA], San Diego Education Association [SDEA])
- Career Technical Education Advisory Committee (CTEAC)
- Clusters (our district is divided into 16 clusters that represent each high school and their middle and elementary feeder schools; each cluster has its own governance system)
- Community Advisory Committee on Special Education (SpEd CAC)
- District Advisory Council on Compensatory Education (DAC)
- District English Learner Advisory Committee (DELAC)
- Gifted and Talented Education District Advisory Committee (GATE DAC)
- Latino Advisory Committee (LAC)
- Parent-Teacher Association (PTA)

Meetings were scheduled for each group to review the early draft document and an online survey instrument, organized by goal, was made available for group and individual input and comments. Meeting invitations, the early draft document and the survey instrument were available in English, Spanish, Vietnamese and Somali. The survey was made available through May 31, 2016.

Feedback from the online survey was compiled and made available for public information in conjunction with the LCAP Board Workshop and first reading on June 14, 2016. This feedback included comments from representatives of all 16 clusters, members of the LCAP Planning Team, central office staff, Gifted and Talented

(GATE DAC)
- Latino Advisory Committee (LAC)
- Parent-Teacher Association (PTA)

Budget Process: Individual school site participation in the district's LCAP development and budgeting process is an integral part of the Site Based Budgeting (SBB) tool. Development of the SBB tool is a yearlong endeavor that starts in the Fall with site enrollment projections and continues through January with school site advisory group meetings that inform the development of site instructional priorities that are then included in the LCAP. After the release of the Governor's January proposal, SBB is released to schools via individual site workbooks for principals to capture the ongoing stakeholder input in decisions about how best to use site funds in the following year. Data collected back from sites is finalized in May, at which point the information is built into the district's budget and LCAP for the following year. The district is able to track site expenditures to ensure alignment to LCAP goals, actions and services.

Foster and Homeless Youth: Through its collaboration with agencies and community organizations that support foster and homeless youth in transition, the Children and Youth in Transition (CYT) Dept. shares the district's LCAP document and how it clearly shows the supports and services available to this population. The CYT Dept. also obtained input by holding student focus groups that included students identified as foster or homeless during the initial development of the LCAP. A specific action and service has been developed to ensure this input mechanism is continued on an annual basis, as described in Section 1.9.4.

LCAP Planning Team: The LCAP Planning Team met four times during the 2015-16 school year to review the district's progress on LCAP implementation. The Planning Team consists of representatives from each of the advisory groups noted above, as well as parents, students, principals and teachers. At its March 2016 meeting, the LCAP Planning Team reviewed a compilation of 2015-16 stakeholder feedback received to date and identified trends and themes. These trends and themes were shared with the district's Instructional and Operational Cabinet members for consideration in development of the 2016-17 goals, actions and services.

Early Draft: The resulting early draft 2016-17 LCAP document was then made available to the stakeholder groups noted above. Meetings were

Education District Advisory Committee (GATE DAC), the Latino Advisory Committee, students, parents/guardians, community members, district teachers, district administrators, classified staff and school nurses. Feedback was categorized as follows: academic intervention, assessment/monitoring, class size reduction, diverse learners, professional development/training, social-emotional support, support staff allocations, parent education/involvement, support for English Learners (EL), curriculum/programs, funding/resources, cultural proficiency, technology, communication, school climate, teacher and administrator quality, translation services, community outreach, and facilities. The survey feedback will inform the district's work going forward. It provides the district with an overall picture of stakeholder opinions and questions on the LCAP goals, actions, and services. It will be incorporated into the day to day operations of the district, into the messaging to stakeholders as the 2016-17 goals, actions, and services are implemented, and will be addressed in the district's LCAP reporting structure.

Examples of specific sections that were added or modified in the 2016-17 proposed LCAP as a direct result of stakeholder feedback include: a broader explanation of the district's efforts to redesign our schools through the equity lens as described in Section 1.6.3.; use of the Special Education Department's WestEd study to improve staffing, service delivery and training as described in Section 1.7.8; ensuring meaningful graduation and preparation for college, career and community for all students by identifying each 8th and 10th grade student's areas of strength and developing a plan to match those strengths, as described in Section 2.1.4; providing additional Visual and Performing Arts supports as described in Section 2.2.6; developing a professional growth system for educators in conjunction with the San Diego Education Association (SDEA) as described in Section 3.4.5; expanding district-wide efforts to provide safe inclusive environments for all students to thrive, specifically Lesbian, Gay, Bisexual, Transgender and Questioning (LGBTQ+) students as described in Section 4.4.2; and redesign of the district's services to parents as described throughout Goal 5.

scheduled for each group to review the early draft document and an online survey instrument, organized by goal, was made available for group and individual input and comments. Meeting invitations, the early draft document and the survey instrument were available in English, Spanish, Vietnamese and Somali. The survey was made available through May 31, 2016. This allowed stakeholders to provide feedback on the 2016-17 document *as it was being written*. **Advisory Group Input, First Reading and Adoption:** The early draft of the 2015-16 LCAP was made available to the District Advisory Council (DAC) on Compensatory Education and the District English Learner Advisory Committee (DELAC), which are the district's official LCAP advisory groups, on May 18, and 19, 2016, respectively, for review and feedback. Written feedback was received from both groups. The district's response to this feedback will be made available to the public in conjunction with the LCAP adoption. A Board workshop, which is open to the public, will be held from 9:00 a.m. to 3:00 p.m. on June 14, 2016, to allow sufficient time for discussion of each goal, action and service, and for review, comment, and questions. On June 14, 2016, the proposed LCAP will be provided to the Board of Education for first reading at a regular, public meeting (5:00 p.m.). Public comment will then be received through final adoption, scheduled for June 28, 2016 in a regular, public meeting (5:00 p.m.).	
Annual Update: The 2015-16 Annual Update Section was made available to the District Advisory Committee (DAC) on Compensatory Education and the District English Learner Advisory Committee (DELAC), which are the district's official LCAP advisory groups, on May 18, and 19, 2016, respectively, for review and feedback. Written feedback was received from both groups. The district's response to this feedback will be made public in conjunction with the LCAP adoption. A Board workshop, which is open to the public, will be held from 9:00 a.m. to 3:00 p.m. on June 14, 2016, to allow sufficient time for discussion of each goal, action and service, and for review, comment, and questions on the Annual Update. On June 14, 2016, the proposed LCAP will be provided to the Board of Education for first reading at a regular, public meeting (5:00 p.m.). Public comment will then be received through final adoption, scheduled for June 28, 2016 in a regular, public meeting (5:00 p.m.).	**Annual Update:** Responses to each 2015-16 action and service were prepared by the individual departments and programs responsible for implementation. Stakeholder input on the LCAP was shared throughout the year with the various departments and programs, and was useful in informing the work on a day to day basis. The review of 2015-16 actions and services in preparation for responding to the Annual Update section was useful in determining whether the actions and services were implemented as proposed, were effective and should be continued, or whether a change is needed going forward.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

> When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the

applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

> The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL."

> For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the

additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual schoolsites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

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 and/or Local Priorities: _1 _2 _3 X 4 _5 _6 _7 X 8 Local: Vision 2020: Closing the achievement gap with high expectations for all

Identified Need:	Numerous metrics indicate a need to close the achievement gap for all underperforming student groups and assure that all students are achieving. Our data indicate that persistent gaps exist among our student groups.	
Goal Applies to:	**Schools:**	All Grades: All
	Applicable Pupil Subgroups:	All

LCAP Year 1

Expected Annual Measurable Outcomes:	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** - 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 results** – 100 - Baselines (ELA=42%; Math=48%) x 20%. 8. **Middle school dropout rates** (Grade 8) – Baseline (0.16%) - 30% 9. **Academic Performance Index** (as allowed by AB484) - Establish baseline when available.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

1.1.a. Multiple Measures and Data — All Students 1. Schools use formative assessments to develop learning plans, set goals with students, monitor progress, and evaluate the effectiveness of the plan at the end of the year. Relevant data is 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 will provide for real-time data, reporting, and dashboards. 4. Identification for Gifted and Talented Education (GATE) eligibility will include the use of multiple measures.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$3,214,000 LCFF Base $86,000 Title I

1.1.b. Multiple Measures and Data — Student Groups *(FY, H/L, LI, RFEP, B/AA, SwD)* 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 of students with disabilities.	Districtwide Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	See Action 1.1.a.

1.1.c. Multiple Measures and Data *(EL)* 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).	Districtwide Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	See Action 1.1.a.
1.2.a. Support for Early Learning Programs *(All)* 1. The district will develop and implement a well-articulated pathway from pre-school through Grade 3, including language instruction (e.g., English Learner [EL] grade level goals, biliteracy and dual language instructional programs).	All Elementary Schools Grades: TK, K, 1st, 2nd, 3rd, Preschool	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$7,000 LCFF Base $16,242,000 LCFF S/C

1.2.b. Support for Early Learning Programs - Student Groups *(FY, LI, RFEP, EL)* 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.	Districtwide: Elementary Schools, Grades TK–3 Grades: TK, K, 1st, 2nd, 3rd	_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	See Action 1.2.a.

1.2.c. Support for Early Learning Programs - Student Groups *(SwD, AR)* 1. Targeted intervention and support will be provided for at-risk learners. 2. Outcomes for TK and K students with disabilities will be improved by providing access to age-appropriate educational opportunities with non-disabled peers.	Districtwide: Elementary Schools, Grades TK–3 Grades: TK, K, 1st, 2nd, 3rd	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless X Other (At-Risk Students)	See Action 1.2.a.
1.3.a. Support for Secondary Student Access to High-Level Coursework Leading to Graduation *(All)* 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.	All Middle and Senior High Schools Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$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 Graduation *(FY, H/L, LI, RFEP, EL, B/AA, SwD)* 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. 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.	Districtwide: Middle and Senior High Schools Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th	_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	See Action 1.3.a.

1.4.a. Supplemental School Allocations for Multiple Levels of Support - Schools provide for multiple levels of support, including differentiated instructional practices, to meet the needs of all learners. *(LI)* 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.	Districtwide Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$12,448,000 LCFF S/C $18,403,000 Title I
1.4.b. Supplemental School Allocations for Multiple Levels of Support - Schools provide for multiple levels of support, including differentiated instructional practices, to meet the needs of all learners. *(FY, RFEP, EL)* 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 based on the needs of their students.	Districtwide Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	See Action 1.4.a.

1.4.c. Supplemental School Allocations for Multiple Levels of Support - Schools provide for multiple levels of support, including differentiated instructional practices, to meet the needs of all learners. *(AR)* 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 based on the needs of their students.	Eligible Title I Schools Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (At-Risk Students)	See Action 1.4.a.

1.5.a. Additional Intervention and Student Support *(AR)* 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.	Eligible Title I Schools Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (At-Risk Students)	$1,712,000 LCFF S/C $3,741,000 Title I

1.5.b. Additional Intervention and Student Support *(FY, LI, RFEP, EL, SwD)* 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.	Districtwide Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	See Action 1.5.a.

1.6. Cultural Proficiency *(FY, H/L, EL, B/AA)* 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.	Districtwide Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$600,000 Title I/II
1.7.a. Additional Support for Students with Disabilities To provide for improved outcomes and close the achievement gap for students 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	All Schools, Districtwide, Specialized School Settings Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	$188,535,000 LCFF Base $14,251,000 LCFF S/C

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 schools 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.).			

1.7.b. Additional Support for Students with Disabilities *(LI)* 1. 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 schools 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. 2. Providing central office support for program implementation, technical support, and oversight for state and federal requirements.	Districtwide Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	See Action 1.7.a.

1.7.c. Additional Support for Students with Disabilities *(RFEP, EL)* 1. 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 schools 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. 2. 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. 3. Providing central office support for program implementation, technical support, and oversight for state and federal requirements.	Alll Schools, Districtwide Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	See Actions 1.7.a.
1.8 Additional Support for English Learners 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. • Response to Instruction and Intervention (RTII)	All Schools Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$9,652,000 LCFF S/C $3,648,000 Title III

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. 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.			

1.9 Additional Support for Foster and Homeless 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).	All Schools Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other	See Action 4.3.
1.10 Additional Support for African, African American, and Latino Students *(LI)* 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	Districtwide Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners X Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$433,000 LCFF S/C $247,000 Title I $316,000 Title II

effectively engage its diverse student population.

4. Through collaborations with the Race Human Relations and Advocacy (RHRA) 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.			

LCAP Year 2

Expected Annual Measurable Outcomes:	1. **EL reclassification rates** and numbers at school and district level – Baseline (10.5) + 20% 2. ELs making at least one year's Progress in learning English as measured by the CELDT – Baseline (58%) + 20% 3. **ELs Achieving Proficiency in English** as measured by the CELDT — <5 Years cohort: Baseline (26.4%) + 20%; 5+ Years cohort: Baseline (43.5%) + 20% 4. **California Assessment of Student Performance and Progress** - 100-Baseline (ELA = 51%, Math = 41%) x 30%. 5. **High school graduation rates** – Baseline (87.9%) + 3 pts. 6. **High school dropout rates** – Baseline (5.2%) - 30%. 7. **Early Assessment Program results** – 100 - Baselines (ELA=42%; Math=48%) x 30%. 8. **Middle school dropout rates** (Grade 8) – Baseline (0.16%) - 40% 9. **Academic Performance Index** (as allowed by AB484) - Establish baseline when available.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

1.1.a. Multiple Measures and Data — All Students 1. Schools will continue to 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 will continue to be accessible and readily available for staff use in developing plans, setting goals, monitoring progress and evaluating effectiveness. 2. Central office staff will continue to 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 will provide for real-time data, reporting, and dashboards. 4. Identification for Gifted and Talented Education (GATE) eligibility will continue to include the use of multiple measures.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$3,214,000 LCFF Base $86,000 Title I

1.1.b. Multiple Measures and Data — Student Groups *(FY, H/L, LI, RFEP, B/AA,SwD)* 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 continue to 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 continue to 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 continue to 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 of students with disabilities.	Districtwide Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	See Action 1.1.a.

1.1.c. Multiple Measures and Data — Eng. Learner 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 continue to 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).	Districtwide Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	See Action 1.1.a.
1.2.a. Support for Early Learning Programs *(All)* 1. The district will continue to 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).	All Elementary Schools Grades: TK, K, 1st, 2nd, 3rd, Preschool	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$7,000 LCFF Base $16,242,000 LCFF S/C
1.2.b. Support for Early Learning Programs - Student Groups *(FY, LI, RFEP, EL)* 1. Lower class size will continue to be implemented in Transitional Kindergarten (TK) - Grade 3. 2. TK-3 students will continue to receive differentiated instruction, to ensure reading proficiency by Grade 3. 3. Targeted intervention and support will continue to be provided for at-risk learners. 4. Professional development for teachers will continue to be provided on key topics including student centered teaching, early intervention and	Districtwide: Elementary Schools, Grades TK–3 Grades: TK, K, 1st, 2nd, 3rd	_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	See Action 1.2.a.

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 continue to be improved by providing access to age-appropriate educational opportunities with non-disabled peers. 6. Communication and recruitment strategies will continue to 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 continue to build early learning language and literacy skills capacity. The Sobrato Model is a comprehensive program of intensive, enriched language and literacy education for EL students in TK-Grade 3 that includes alignment of preschool and the K-3 system around a shared vision of powerful language development as the foundation for academic success, simultaneous academic language and literacy (including bilingual options), language-rich environments and instruction with an emphasis on expressive and complex oral language development and enriched vocabulary, text-rich curriculum to engage students with books and instill appreciation for reading and writing, language development through thematic units on science and social studies, and parent/home support for language and literacy development.			
1.2.c. Support for Early Learning Programs - Student Groups 1. Targeted intervention and support will continue to be provided for at-risk learners. 2. Outcomes for TK and K students with disabilities will continue to be improved by providing access to age-appropriate educational opportunities with non-disabled peers.	Districtwide: Elementary Schools, Grades TK–3 Grades: TK, K, 1st, 2nd, 3rd	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless X Other (At-Risk Students)	See Action 1.2.a.

1.3.a. Support for Secondary Student Access to High-Level Coursework Leading to Graduation *(All)* 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.	All Middle and Senior High Schools Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$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 Graduation *(FY, H/L, LI, RFEP, EL, B/AA, SwD)* 1. Counselors and support staff will continue to 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. 2. Central office and secondary school staffs will continue to 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 continue to 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 continue to 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.	Districtwide: Middle and Senior High Schools Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th	_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	See Action 1.3.a.

1.4.a. Supplemental School Allocations for Multiple Levels of Support - Schools provide for multiple levels of support, including differentiated instructional practices, to meet the needs of all learners. *(LI)* 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.	Districtwide Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$12,448,000 LCFF S/C $18,403,000 Title I
1.4.b. Supplemental School Allocations for Multiple Levels of Support - Schools provide for multiple levels of support, including differentiated instructional practices, to meet the needs of all learners. *(FY, RFEP, EL)* 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 based on the needs of their students.	Districtwide Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	See Action 1.4.a.

1.4.c. Supplemental School Allocations for Multiple Levels of Support - Schools provide for multiple levels of support, including differentiated instructional practices, to meet the needs of all learners. *(AR)* 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 based on the needs of their students.	Eligible Title I Schools Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (At-Risk Students)	See Action 1.4.a.

1.5.a. Additional Intervention and Student Support *(AR)* 1. A Summer School program will continue to 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 continue to be offered. 2. Rigorous online learning opportunities will continue to be provided. 3. Counseling services to support the unique academic, emotional, and personal needs of students will continue to be provided. 4. Nursing services to support the academic, health and wellness needs of students will continue to 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 continue to provide support in the development and implementation of quality Response to Instruction and Intervention (RTII) programs. Professional development will continue to 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.	Eligible Title I Schools Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (At-Risk Students)	$1,712,000 LCFF S/C $3,741,000 Title I

1.5.b. Additional Intervention and Student Support *(FY, LI, RFEP, EL, SwD)* 1. A Summer School program will continue to 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 continue to be provided. 3. Counseling services to support the unique academic, emotional, and personal needs of students will continue to be provided. 4. Nursing services to support the academic, health and wellness needs of students will continue to 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 continue to 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.	Districtwide Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	See Action 1.5.a.

1.6. Cultural Proficiency *(FY, H/L, LI, EL, B/AA)* 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.	Districtwide Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$600,000 Title I/II
1.7.a. Additional Support for Students with Disabilities To provide for improved outcomes and close the achievement gap for students with disabilities, the Special Education Department will continue to 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 continue to 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	All Schools, Districtwide, Specialized School Settings Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	$188,535,000 LCFF Base $14,251,000 LCFF S/C

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 schools 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.).

1.7.b. Additional Support for Students with Disabilities *(LI)* 1. The district will continue 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 schools 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. 2. The district will continue to provide central office support for program implementation, technical support, and oversight for state and federal requirements.	Districtwide Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	See Action 1.7.a.

1.7.c. Additional Support for Students with Disabilities *(EL, RFEP)* 1. The district will continue 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 schools 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. 2. The district will continue to 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. 3. The district will continue to provide central office support for program implementation, technical support, and oversight for state and federal requirements.	Alll Schools, Districtwide Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	See Actions 1.7.a.
1.8 Additional Support for English Learners (EL) 1. English Learner (EL) supports will continue to 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.	All Schools Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$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 continue to 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 continue to 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 continue to 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 continue to 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 continue to 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 continue to 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 continue to 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 continue to 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.

6. Summer School English Language Development (ELD) opportunities for credit recovery or acceleration will continue to 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 continue to provide written translation and oral interpretation services for families.

8. The district will implement 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.

1.9 Additional Support for Foster and Homeless Youth 1. Resource teachers will continue 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. 2. A Children and Youth in Transition (CYT) resource teacher will continue to 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 continue to 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 implement 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).	All Schools Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other	See Action 4.3.
1.10 Additional Support for African, African American, and Latino Students 1. The district will continue to provide communication and recruitment strategies to families to ensure all eligible students participate in Pre-K and Transitional Kindergarten (TK). 2. The district will continue to improve graduation rates for African American and Latino students. 3. The district will continue to recruit teachers and	Districtwide Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners X Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$433,000 LCFF S/C $247,000 Title I $316,000 Title II

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) Department, central office and school staff, the cultural proficiency of all staff will be continue to be developed to effectively engage in the diversity of all students, families, and staff. 5. Site administrators and classroom teachers will continue to 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 continue to 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 implemented. 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 implemented. 10. The district will continue to provide support for parents and families of underachieving African American and Latino students. 11. The district will continue to 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.			

LCAP Year 3

Expected Annual Measurable Outcomes:	1. **EL reclassification rates** and numbers at school and district level – Baseline (10.5) + 25% 2. ELs making at least one year's Progress in learning English as measured by the ELPAC – Baseline (58%) + 25% 3. **ELs Achieving Proficiency in English** as measured by the ELPAC — <5 Years cohort: Baseline (26.4%) + 25%; 5+ Years cohort: Baseline (43.5%) + 25% 4. **California Assessment of Student Performance and Progress** - 100-Baseline (ELA = 51%, Math = 41%) x 40%. 5. **High school graduation rates** – Baseline (87.9%) + 4 pts. 6. **High school dropout rates** – Baseline (5.2%) - 40%. 7. **Early Assessment Program results** – 100 - Baselines (ELA=42%; Math=48%) x 40%. 8. **Middle school dropout rates** (Grade 8) – Baseline (0.16%) - 50% 9. **Academic Performance Index** (as allowed by AB484) - Establish baseline when available.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

1.1.a. Multiple Measures and Data *(All)* 1. Schools will continue to 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 will continue to be accessible and readily available for staff use in developing plans, setting goals, monitoring progress and evaluating effectiveness. 2. Central office staff will continue to 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 will provide for real-time data, reporting, and dashboards. 4. Identification for Gifted and Talented Education (GATE) eligibility will continue to include the use of multiple measures.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$3,214,000 LCFF Base $86,000 Title I

1.1.b. Multiple Measures and Data — Student Groups *(FY, H/L, RFEP, B/AA, SwD)* 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 continue to 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 continue to 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 continue to 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 of students with disabilities.	Districtwide Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	See Action 1.1.a.

1.1.c. Multiple Measures and Data *(EL)* 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 continue to 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).	Districtwide Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	See Action 1.1.a.
1.2.a. Support for Early Learning Programs *(All)* 1. The district will continue to 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).	All Elementary Schools Grades: TK, K, 1st, 2nd, 3rd, Preschool	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$7,000 LCFF Base $16,242,000 LCFF S/C
1.2.b. Support for Early Learning Programs - Student Groups *(FY, LI, RFEP, EL)* 1. Lower class size will continue to be implemented in Transitional Kindergarten (TK) - Grade 3. 2. TK-3 students will continue to receive differentiated instruction, to ensure reading proficiency by Grade 3. 3. Targeted intervention and support will continue to be provided for at-risk learners. 4. Professional development for teachers will continue to be provided on key topics including student centered teaching, early intervention and	Districtwide: Elementary Schools, Grades TK–3 Grades: TK, K, 1st, 2nd, 3rd	_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	See Action 1.2.a.

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 continue to be improved by providing access to age-appropriate educational opportunities with non-disabled peers. 6. Communication and recruitment strategies will continue to 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 continue to build early learning language and literacy skills capacity. The Sobrato Model is a comprehensive program of intensive, enriched language and literacy education for EL students in TK-Grade 3 that includes alignment of preschool and the K-3 system around a shared vision of powerful language development as the foundation for academic success, simultaneous academic language and literacy (including bilingual options), language-rich environments and instruction with an emphasis on expressive and complex oral language development and enriched vocabulary, text-rich curriculum to engage students with books and instill appreciation for reading and writing, language development through thematic units on science and social studies, and parent/home support for language and literacy development.			
1.2.c. Support for Early Learning Programs - Student Groups *(SwD, AR)* 1. Targeted intervention and support will continue to be provided for at-risk learners. 2. Outcomes for TK and K students with disabilities will continue to be improved by providing access to age-appropriate educational opportunities with non-disabled peers.	Districtwide: Elementary Schools, Grades TK–3 Grades: TK, K, 1st, 2nd, 3rd	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless X Other (At-Risk Students)	See Action 1.2.a.

1.3.a. Support for Secondary Student Access to High-Level Coursework Leading to Graduation *(All)* 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.	All Middle and Senior High Schools Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$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 Graduation *(FY, H/L, LI, RFEP, EL, B/AA, SwD)* 1. Counselors and support staff will continue to 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. 2. Central office and secondary school staffs will continue to 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 continue to 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 continue to 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.	Districtwide: Middle and Senior High Schools Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th	_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	See Action 1.3.a.

1.4.a. Supplemental School Allocations for Multiple Levels of Support - Schools provide for multiple levels of support, including differentiated instructional practices, to meet the needs of all learners. *(LI)* 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.	Districtwide Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$12,448,000 LCFF S/C $18,403,000 Title I
1.4.b. Supplemental School Allocations for Multiple Levels of Support - Schools provide for multiple levels of support, including differentiated instructional practices, to meet the needs of all learners. *(FY, RFEP, EL)* 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 based on the needs of their students.	Districtwide Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	See Action 1.4.a.

1.4.c. Supplemental School Allocations for Multiple Levels of Support - Schools provide for multiple levels of support, including differentiated instructional practices, to meet the needs of all learners. *(AR)* 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 based on the needs of their students.	Eligible Title I Schools Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (At-Risk Students)	See Action 1.4.a.

1.5.a. Additional Intervention and Student Support *(AR)* 1. A Summer School program will continue to 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 continue to be offered. 2. Rigorous online learning opportunities will continue to be provided. 3. Counseling services to support the unique academic, emotional, and personal needs of students will continue to be provided. 4. Nursing services to support the academic, health and wellness needs of students will continue to 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 continue to provide support in the development and implementation of quality Response to Instruction and Intervention (RTII) programs. Professional development will continue to 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.	Eligible Title I Schools Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (At-Risk Students)	$1,712,000 LCFF S/C $3,741,000 Title I

1.5.b. Additional Intervention and Student Support *(FY, LI, RFEP, EL, SwD)* 1. A Summer School program will continue to 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 continue to be provided. 3. Counseling services to support the unique academic, emotional, and personal needs of students will continue to be provided. 4. Nursing services to support the academic, health and wellness needs of students will continue to 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 continue to 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.	Districtwide Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	See Action 1.5.a.

1.6. Cultural Proficiency *(FY, H/L, LI, EL, B/AA)* 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.	Districtwide Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$600,000 Title I/II
1.7.a. Additional Support for Students with Disabilities To provide for improved outcomes and close the achievement gap for students with disabilities, the Special Education Department will continue to 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 continue to 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	All Schools, Districtwide, Specialized School Settings Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	$188,535,000 LCFF Base $14,251,000 LCFF S/C

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 schools 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.).

1.7.b. Additional Support for Students with Disabilities *(LI)* 1. The district will continue 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 schools 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. 2. The district will continue to provide central office support for program implementation, technical support, and oversight for state and federal requirements.	Districtwide Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	See Action 1.7.a.

1.7.c. Additional Support for Students with Disabilities *(RFEP), EL)* 1. The district will continue 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 schools 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. 2. The district will continue to 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. 3. The district will continue to provide central office support for program implementation, technical support, and oversight for state and federal requirements.	Alll Schools, Districtwide Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	See Actions 1.7.a.
1.8 Additional Support for English Learners 1. English Learner (EL) supports will continue to be organized to provide focused cluster-based support with an emphasis on: • Developing highly engaged English Learner Advisory Committees (ELACs).	All Schools Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students	$9,652,000 LCFF S/C $3,648,000 Title III

• Increasing reclassification rates. • Support for annual testing of English proficiency. • 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 continue to 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 continue to 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 continue to 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 continue to 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 continue to 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		with Disabilities _ Homeless _ Other	

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 continue to 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 continue to 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 continue to 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.

6. Summer School English Language Development (ELD) opportunities for credit recovery or acceleration will continue to 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 continue to provide written translation and oral interpretation services for families.

8. The district will implement 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.			
1.9 Additional Support for Foster and Homeless Youth 1. Resource teachers will continue 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. 2. A Children and Youth in Transition (CYT) resource teacher will continue to 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 continue to 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 implement 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).	All Schools Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other	See Action 4.3.
1.10 Additional Support for African, African American, and Latino Students 1. The district will continue to provide communication and recruitment strategies to families to ensure all eligible students participate in Pre-K and Transitional Kindergarten (TK).	Districtwide Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners X Black or African American _ Filipino _ White _ Students	$433,000 LCFF S/C $247,000 Title I $316,000 Title II

2. The district will continue to improve graduation rates for African American and Latino students. 3. The district will continue to 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) Department, central office and school staff, the cultural proficiency of all staff will be continue to be developed to effectively engage in the diversity of all students, families, and staff. 5. Site administrators and classroom teachers will continue to 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 continue to 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 implemented. 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 implemented. 10. The district will continue to provide support for parents and families of underachieving African American and Latino students.		with Disabilities _ Homeless _ Other	

11. The district will continue to 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.			

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 and/or Local Priorities: X 1 X 2 _3 _4 X 5 _6 X 7 _8 Local: Vision 2020: Access to Broad and Challenging Curriculum

Identified Need:	Ensure that all students or student groups have equitable access to or success in rigorous and broad coursework. Analysis of our data indicate that some students and student groups have not completed a course sequence that prepares them for college, or have not participated fully in enhanced, enriched, or advanced learning opportunities.	
Goal Applies to:	**Schools:**	All Grades: All
	Applicable Pupil Subgroups:	All

LCAP Year 1

Expected Annual Measurable Outcomes:	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. Career Technical Education (CTE) course sequence completion (seniors passed 3 or more courses) – Baseline (29%) + 30%. 6. Percentage of students earning D and F Grades. Baseline – 20% Grade 6: 11.5%; Grade 7: 15.0%; Grade 8: 15.8%; Grade 9: 23.6%; Grade 10: 18.6%; Grade 11: 14.4%; Grade 12: 8.5% 7. Percentage of students earning a Seal of Biliteracy. Baseline (5.2) + 30%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Pathways to College and Career Readiness *(All)* 1. Coherent and well-articulated programs and course pathways will be provided within and across all grade levels that lead to meaningful	1. All Schools 2.-4. Middle and Senior High Schools	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent	See Actions 1.2. 1.3, 1.7, 1.8, 1.9, 1.10, 2.2, 2.5

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	Grades: All	English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

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. Enriched and Enhanced Learning Opportunities *(All)* 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	Districtwide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$34,089,000 LCFF Base $16,185,000 LCFF S/C $1,500,000 Title I

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.			
2.2.b. Enriched and Enhanced Learning Opportunities *(FY, LI, RFEP, EL)* 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	Districtwide Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	See Action 2.2.a.

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.			
2.2.c. Enriched and Enhanced Learning Opportunities *(H/L, B/AA, SwD, GATE)* 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;	Districtwide Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless X Other (Gifted and Talented Students)	See Action 2.2.a.

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.			
2.3.a. Aligned District Course of Study and Curriculum *(All)* 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.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$659,000 LCFF Base $122,000 LCFF S/C

2.3.b. Aligned District Course of Study and Curriculum *(FY, LI, RFEP, EL)* 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.	Districtwide Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	See Action 2.3.a.
2.3.c. Aligned District Course of Study and Curriculum *(H/L, B/AA, SwD, GATE)* 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.	All Schools, Districtwide Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless X Other (Gifted and Talented Students)	See Action 2.3.a.

2.4.a. Instructional Resources and Materials *(All)* 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.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$2,790,000 LCFF Base $4,653,000 LCFF S/C $5,116,000 Lottery: Instructional Materials
2.4.b. Instructional Resources and Materials *(FY, LI, RFEP, EL)* 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.	Districtwide Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	See Actions 2.4.a.
2.4.c. Instructional Resources and Materials *(H/L, B/AA)* 1. Culturally relevant instructional materials (e.g., mentor texts for writer's workshop) will be provided.	Districtwide Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners X Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	See Actions 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).	All Schools Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$11,580,000 LCFF S/C
2.6. Instructional Programs 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.	Districtwide Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	See Action 1.7.
LCAP Year 2			

Expected Annual Measurable Outcomes:	1. **Availability of standards aligned instructional materials as indicated by annual Board resolution -** Maintain at 100% (per annual Board resolution of sufficiency). 2. **Completion of 'a-g' course sequence with grades of C or higher –** Baseline (51%) + 40%. 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%) + 40% 4. Increased enrollment and passage rates in advanced coursework (i.e., **AP**, IB, honors, and community college courses) – Participation Baseline (37%) + 20%; Passing Baseline (57%) + 20%. 5. Career Technical Education (CTE) course sequence completion (seniors passed 3 or more courses) – Baseline (29%) + 40%. 6. Percentage of students earning D and F Grades. Baseline – 30% Grade 6: 11.5%; Grade 7: 15.0%; Grade 8: 15.8%; Grade 9: 23.6%; Grade 10: 18.6%; Grade 11: 14.4%; Grade 12: 8.5% 7. Percentage of students earning a Seal of Biliteracy. Baseline (5.2) + 40%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Pathways to College and Career Readiness *(All)* 1. Coherent and well-articulated programs and course pathways will continue to 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 continue to 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 continue to 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	1. All Schools 2.-4. Middle and Senior High Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	See Actions 1.2. 1.3, 1.7, 1.8, 1.9, 1.10, 2.2, 2.5

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 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. Enriched and Enhanced Learning Opportunities *(All)* 1. All students will continue to 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 continue to	Districtwide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$34,089,000 LCFF Base $16,185,000 LCFF S/C $1,500,000 Title I

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 continue to collaborate with the district GATE Department to plan, clarify, and improve the GATE program. 5. Additional Visual and Performing Arts opportunities will continue to be provided to selected Title I schools. 6. Visual and Performing Arts will be enhanced by continuing 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 continue to provide culturally enriching, off-site experiences for selected schools, including activities at Old Town, Balboa Park and Mission Trails Regional Park.			
2.2.b. Enriched and Enhanced Learning Opportunities *(FY, LI, RFEP, EL)*	Districtwide Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native Hispanic or Latino Two or More	See Action 2.2.a.

1. All students will continue to 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 continue to 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 continue to 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 continuing 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 continue to provide culturally enriching, off-site experiences for selected schools, including activities at Old Town, Balboa Park and Mission Trails Regional Park.		Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

2.2.c. Enriched and Enhanced Learning Opportunities *(H/L, B/AA, SwD, GATE)* 1. All students will continue to 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 continue to 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 continue to 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 continuing a yearly band uniform replacement rotation cycle, providing additional musical instruments and repairs, and support in vocal music, dance, and theater.	Districtwide Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless X Other (Gifted and Talented Students)	See Action 2.2.a.

7. The district will continue to provide culturally enriching, off-site experiences for selected schools, including activities at Old Town, Balboa Park and Mission Trails Regional Park.			
2.3.a. Aligned District Course of Study and Curriculum *(All)* 1. The district will continue to 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.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$659,000 LCFF Base $122,000 LCFF S/C
2.3.b. Aligned District Course of Study and Curriculum *(FY, LI, RFEP, EL)* 1. The district will continue to 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 continue to 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.	Districtwide Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	See Action 2.3.a.

2.3.c. Aligned District Course of Study and Curriculum *(H/L, B/AA, SwD, GATE)* 1. The district will continue to 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 continue to 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.	All Schools, Districtwide Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless X Other (Gifted and Talented Students)	See Action 2.3.a.
2.4.a. Instructional Resources and Materials *(All)* 1. The district will continue to identify and provide standards-aligned culturally relevant instructional materials and resources. 2. The district will review the implementation of new Common Core math curriculum at elementary schools.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$2,790,000 LCFF Base $4,653,000 LCFF S/C $5,116,000 Lottery: Instructional Materials

2.4.b. Instructional Resources and Materials *(FY, LI, RFEP, EL)* 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 continue to increase/expand 1-to-1 access for digital tools. 5. Online and blended learning opportunities will continue to be provided to students and staff.	Districtwide Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	See Actions 2.4.a.
2.4.c. Instructional Resources and Materials *(H/L, B/AA)* 1. Culturally relevant instructional materials (e.g., mentor texts for writer's workshop) will continue to be provided.	Districtwide Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners X Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	See Actions 2.4.a.

2.5. Additional Support for English Learners 1. The district will continue to 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 continue to 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).	All Schools Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$11,580,000 LCFF S/C
2.6. Instructional Programs 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 continue to be provided for students with disabilities. 2. The district will continue to 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 continue to be provided that lead to college, career and community readiness.	Districtwide Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	See Action 1.7.
LCAP Year 3			

Expected Annual Measurable Outcomes:	1. **Availability of standards aligned instructional materials as indicated by annual Board resolution -** Maintain at 100% (per annual Board resolution of sufficiency). 2. **Completion of 'a-g' course sequence with grades of C or higher –** Baseline (51%) + 50%. 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%) + 50% 4. Increased enrollment and passage rates in advanced coursework (i.e., **AP**, IB, honors, and community college courses) – Participation Baseline (37%) + 25%; Passing Baseline (57%) + 25%. 5. Career Technical Education (CTE) course sequence completion (seniors passed 3 or more courses) – Baseline (29%) + 50%. 6. Percentage of students earning D and F Grades. Baseline – 40% Grade 6: 11.5%; Grade 7: 15.0%; Grade 8: 15.8%; Grade 9: 23.6%; Grade 10: 18.6%; Grade 11: 14.4%; Grade 12: 8.5% 7. Percentage of students earning a Seal of Biliteracy. Baseline (5.2) + 50%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Pathways to College and Career Readiness *(All)* 1. Coherent and well-articulated programs and course pathways will continue to 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 continue to 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 continue to 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	1. All Schools 2.-4. Middle and Senior High Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	See Actions 1.2. 1.3, 1.7, 1.8, 1.9, 1.10, 2.2, 2.5

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 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. Enriched and Enhanced Learning Opportunities *(All)* 1. All students will continue to 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 continue to	Districtwide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$34,089,000 LCFF Base $16,185,000 LCFF S/C $1,500,000 Title I

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 continue to collaborate with the district GATE Department to plan, clarify, and improve the GATE program. 5. Additional Visual and Performing Arts opportunities will continue to be provided to selected Title I schools. 6. Visual and Performing Arts will be enhanced by continuing 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 continue to provide culturally enriching, off-site experiences for selected schools, including activities at Old Town, Balboa Park and Mission Trails Regional Park.			
2.2.b. Enriched and Enhanced Learning Opportunities *(FY, LI, RFEP, EL)*	Districtwide Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native Hispanic or Latino Two or More	See Action 2.2.a.

1. All students will continue to 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 continue to 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 continue to 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 continuing 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 continue to provide culturally enriching, off-site experiences for selected schools, including activities at Old Town, Balboa Park and Mission Trails Regional Park.		Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

2.2.c. Enriched and Enhanced Learning Opportunities *(H/L, B/AA, SwD, GATE)* 1. All students will continue to 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 continue to 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 continue to 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 continuing a yearly band uniform replacement rotation cycle, providing additional musical instruments and repairs, and support in vocal music, dance, and theater.	Districtwide Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless X Other (Gifted and Talented Students)	See Action 2.2.a.

7. The district will continue to provide culturally enriching, off-site experiences for selected schools, including activities at Old Town, Balboa Park and Mission Trails Regional Park.			
2.3.a. Aligned District Course of Study and Curriculum *(All)* 1. The district will continue to 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.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$659,000 LCFF Base $122,000 LCFF S/C
2.3.b. Aligned District Course of Study and Curriculum *(FY, LI, RFEP, EL)* 1. The district will continue to 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 continue to 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.	Districtwide Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	See Action 2.3.a.

2.3.c. Aligned District Course of Study and Curriculum *(H/L, B/AA, SwD, GATE)* 1. The district will continue to 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 continue to 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.	All Schools, Districtwide Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless X Other (Gifted and Talented Students)	See Action 2.3.a.
2.4.a. Instructional Resources and Materials *(All)* 1. The district will continue to identify and provide standards-aligned culturally relevant instructional materials and resources. 2. The district will review the implementation of new Common Core math curriculum at elementary schools.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$2,790,000 LCFF Base $4,653,000 LCFF S/C $5,116,000 Lottery: Instructional Materials

2.4.b. Instructional Resources and Materials *(FY, LI, RFEP, EL)* 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 continue to increase/expand 1-to-1 access for digital tools. 5. Online and blended learning opportunities will continue to be provided to students and staff.	Districtwide Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	See Actions 2.4.a.
2.4.c. Instructional Resources and Materials *(H/L, B/AA)* 1. Culturally relevant instructional materials (e.g., mentor texts for writer's workshop) will continue to be provided.	Districtwide Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners X Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	See Actions 2.4.a.

2.5. Additional Support for English Learners 1. The district will continue to 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 continue to 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).	All Schools Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$11,580,000 LCFF S/C
2.6. Instructional Programs 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 continue to be provided for students with disabilities. 2. The district will continue to 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 continue to be provided that lead to college, career and community readiness.	Districtwide Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	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 and/or Local Priorities: X 1 X 2 _3 X 4 _5 X 6 _7 _8 Local: Vision 2020: Quality Leadership, Teaching and Learning

Identified Need:	To ensure all students receive quality instruction and equip all leaders and teachers to provide for it. An analysis of district data indicates a significant number of new teachers and administrators. There will continue to be a need to recruit, develop, and retain effective teachers and leaders who are prepared and equipped to effectively support our diverse students, families, and staffs.	
Goal Applies to:	**Schools:**	All Schools Grades: All
	Applicable Pupil Subgroups:	All

LCAP Year 1

Expected Annual Measurable Outcomes:	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 Cerification 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%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1.a. Acquire, Develop, and Retain Classroom Teachers, Certificated Support Personnel, and Site Administrators *(All)* 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	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$472,523,000 LCFF Base $6,932,000 LCFF S/C

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.			
3.1.b. Acquire, Develop, and Retain Classroom Teachers, Certificated Support Personnel, and Site Administrators *(H/L, EL, B/AA, SwD)*	Districtwide Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More	See Actions 3.1.a.

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		Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	

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.			
3.2.a. Develop Capacity of Beginning Teachers and Teachers in Need of Support *(All)* 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.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$1,079,000 LCFF S/C $1,077,000 Title II
3.2.b. Develop Capacity of Beginning Teachers and Teachers in Need of Support *(FY, H/L, LI, RFEP, EL, B/AA, SwD, GATE)* 1. District support for beginning teachers and interns, and peer assistance to effectively teach diverse student groups will be provided.	Districtwide Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless X Other (Gifted and Talented Students)	See Actions 3.2.a.
3.3.a. District Systems to Develop Instructional Capacity *(All)* 1. Systems of support at the school and district level will be provided to enhance instructional practices, professional learning, attendance, and success.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$309,000 LCFF Base $2,671,000 Title II

3.3.b. District Systems to Develop Instructional Capacity *(FY, H/L, LI, RFEP, EL, B/AA, SwD)* 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 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).	Districtwide Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	See Actions 3.3.a.
3.4.a. Develop Leadership Capacity *(All)* 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.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$2,179,000 LCFF Base

3.4.b. Develop Leadership Capacity *(FY, H/L, LI, RFEP, EL, B/AA, SwD)* 1. 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. 2. Differentiated leadership supports will be provided to principals to foster positive and collaborative student and staff relationships, positive school climate, and students' academic success. 3. Professional development and capacity building will focus on best practices for African-American, Latino, English Learners (EL) and students with disabilities. 4. 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.	Districtwide Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	See Actions 3.4.a.

3.5.a. Professional Development – Standards, Instruction, and Support *(All)* 1. Schools will develop, monitor, and adjust their Capacity Building Plan throughout the school year. 2. The RELY (resource library) and online professional development modules will be available to support teaching and learning. 3. Professional development will be provided for the integration of relevant technology platforms across curricular subjects. 4. Professional development in Reading and Writing Workshop will be provided by Teachers College at Columbia University for Grade TK-8 teachers. 5. 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). 6. 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.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$617,000 LCFF Base $6,333,000 Title I $2,451,000 Title II
3.5.b. Professional Development – Standards, Instruction, and Support *(FY, H/L, LI, RFEP, EL, B/AA, SwD)* 1. Common Core support teachers, English Learner Support Teachers (ELST), English Learner (EL) resource teachers, and Special Education project resource teachers 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. 2. The content of professional development will support the effective implementation of the ELA/ELD state standards. • Professional development will be available to	Districtwide Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	See Action 3.5.a.

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. 3. 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. 4. 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 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 all support staff to build capacity to efficiently and effectively perform their duties to support student learning, including effective parent/family communication.			

LCAP Year 2			
Expected Annual Measurable Outcomes:	1. **Percentage of fully credentialed teachers.** Baseline (95.6%) + 40% of (100 - baseline) 2. **Rate of teacher miss-assignments** - Maintain at 0% 3. Teachers are providing instruction aligned with the California State Standards		
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
3.1.a. Acquire, Develop, and Retain Classroom Teachers, Certificated Support Personnel, and Site Administrators *(All)* 1. The size, stability, diversity, and quality of the teacher applicant pool will continue to 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	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$472,523,000 LCFF Base $6,932,000 LCFF S/C

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.			
3.1.b. Acquire, Develop, and Retain Classroom Teachers, Certificated Support Personnel, and Site Administrators *(H/L, EL, B/AA, SwD)* 1. The size, stability, diversity, and quality of the teacher applicant pool will continue to 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	Districtwide Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	See Actions 3.1.a.

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.			
3.2.a. Develop Capacity of Beginning Teachers and Teachers in Need of Support *(All)* 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.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$1,079,000 LCFF S/C $1,077,000 Title II

3.2.b. Develop Capacity of Beginning Teachers and Teachers in Need of Support *(FY, H/L, RFEP, EL, B/AA, SwD, GATE)* 1. District support for beginning teachers and interns, and peer assistance to effectively teach diverse student groups will be provided.	Districtwide Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless X Other (Gifted and Talented Students)	See Actions 3.2.a.
3.3.a. District Systems to Develop Instructional Capacity *(All)* 1. Systems of support at the school and district level will be provided to enhance instructional practices, professional learning, attendance, and success.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$309,000 LCFF Base $2,671,000 Title II

3.3.b. District Systems to Develop Instructional Capacity *(FY, H/L, LI, RFEP, EL, B/AA, SwD)* 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 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).	Districtwide Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	See Actions 3.3.a.
3.4.a. Develop Leadership Capacity *(All)* 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.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$2,179,000 LCFF Base

3.4.b. Develop Leadership Capacity *(FY, H/L, LI, RFEP, EL, B/AA, SwD)* 1. 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. 2. Differentiated leadership supports will be provided to principals to foster positive and collaborative student and staff relationships, positive school climate, and students' academic success. 3. Professional development and capacity building will focus on best practices for African-American, Latino, English Learners (EL) and students with disabilities. 4. 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.	Districtwide Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	See Actions 3.4.a.

3.5.a. Professional Development – Standards, Instruction, and Support *(All)* 1. Schools will develop, monitor, and adjust their Capacity Building Plan throughout the school year. 2. The RELY (resource library) and online professional development modules will be available to support teaching and learning. 3. Professional development will be provided for the integration of relevant technology platforms across curricular subjects. 4. Professional development in Reading and Writing Workshop will be provided by Teachers College at Columbia University for Grade TK-8 teachers. 5. 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). 6. 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.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$617,000 LCFF Base $6,333,000 Title I $2,451,000 Title II
3.5.b. Professional Development – Standards, Instruction, and Support *(FY, H/L, LI, RFEP, EL, B/AA, SwD)* 1. Common Core support teachers, English Learner Support Teachers (ELST), English Learner (EL) resource teachers, and Special Education project resource teachers 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. 2. The content of professional development will support the effective implementation of the ELA/ELD state standards. • Professional development will be available to	Districtwide Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	See Action 3.5.a.

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. 3. 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. 4. 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 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 all support staff to build capacity to efficiently and effectively perform their duties to support student learning, including effective parent/family communication.			

LCAP Year 3			
Expected Annual Measurable Outcomes:	1. **Percentage of fully credentialed teachers.** Baseline (95.6%) + 50% of (100 - baseline) 2. **Rate of teacher miss-assignments** - Maintain at 0% 3. Teachers are providing instruction aligned with the California State Standards		
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
3.1.a. Acquire, Develop, and Retain Classroom Teachers, Certificated Support Personnel, and Site Administrators *(All)* 1. The size, stability, diversity, and quality of the teacher applicant pool will continue to 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	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$472,523,000 LCFF Base $6,932,000 LCFF S/C

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.			
3.1.b. Acquire, Develop, and Retain Classroom Teachers, Certificated Support Personnel, and Site Administrators *(H/L, EL, B/AA, SwD)* 1. The size, stability, diversity, and quality of the teacher applicant pool will continue to 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	Districtwide Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	See Actions 3.1.a.

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.			
3.2.a. Develop Capacity of Beginning Teachers and Teachers in Need of Support *(All)* 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.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$1,079,000 LCFF S/C $1,077,000 Title II

3.2.b. Develop Capacity of Beginning Teachers and Teachers in Need of Support *(FY, H/L, LI, RFEP, EL, B/AA, SwD, GATE)* 1. District support for beginning teachers and interns, and peer assistance to effectively teach diverse student groups will be provided.	Districtwide Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless X Other (Gifted and Talented Students)	See Actions 3.2.a.
3.3.a. District Systems to Develop Instructional Capacity *(All)* 1. Systems of support at the school and district level will be provided to enhance instructional practices, professional learning, attendance, and success.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$309,000 LCFF Base $2,671,000 Title II

3.3.b. District Systems to Develop Instructional Capacity *(FY, H/L, LI, RFEP, EL, B/AA, SwD)* 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 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).	Districtwide Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	See Actions 3.3.a.
3.4.a. Develop Leadership Capacity *(All)* 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.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$2,179,000 LCFF Base

3.4.b. Develop Leadership Capacity *(FY, H/L, LI, RFEP, EL, B/AA, SwD)* 1. 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. 2. Differentiated leadership supports will be provided to principals to foster positive and collaborative student and staff relationships, positive school climate, and students' academic success. 3. Professional development and capacity building will focus on best practices for African-American, Latino, English Learners (EL) and students with disabilities. 4. 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.	Districtwide Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	See Actions 3.4.a.

3.5.a. Professional Development – Standards, Instruction, and Support *(All)* 1. Schools will develop, monitor, and adjust their Capacity Building Plan throughout the school year. 2. The RELY (resource library) and online professional development modules will be available to support teaching and learning. 3. Professional development will be provided for the integration of relevant technology platforms across curricular subjects. 4. Professional development in Reading and Writing Workshop will be provided by Teachers College at Columbia University for Grade TK-8 teachers. 5. 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). 6. 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.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$617,000 LCFF Base $6,333,000 Title I $2,451,000 Title II
3.5.b. Professional Development – Standards, Instruction, and Support *(FY, H/L, LI, RFEP, EL, B/AA, SwD)* 1. Common Core support teachers, English Learner Support Teachers (ELST), English Learner (EL) resource teachers, and Special Education project resource teachers 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. 2. The content of professional development will support the effective implementation of the ELA/ELD state standards. • Professional development will be available to	Districtwide Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	See Action 3.5.a.

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. 3. 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. 4. 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 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 all support staff to build capacity to efficiently and effectively perform their duties to support student learning, including effective parent/family communication.			

GOAL:	**4. Positive School Environment, Climate and Culture:** 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/or Local Priorities: X 1 _2 _3 _4 X 5 X 6 _7 _8 Local: 4. **Positive School Environment, Climate, and Culture – with Equity at the Core and Support for the Whole Child**

Identified Need:	To provide positive and supportive learning environments for students in schools that are safe, clean, and inviting and increase attendance and sense of well-being. An analysis of school data indicate that most are well maintained and inviting, but there are areas of need that must be continually monitored and addressed. San Diego Unified is comprised of a diverse student population with a range of needs that must be supported to foster positive well-being and greater opportunity to fully engage in learning.	
Goal Applies to:	**Schools:**	All Schools Grades: All
	Applicable Pupil Subgroups:	All

LCAP Year 1

Expected Annual Measurable Outcomes:	1. **School Climate Survey** - **Safety** Baselines + (30% of 100-Baseline): Gr. 7 = 65%, Gr. 9 = 60%, Gr. 11 = 66% **Protective Factors** Baselines + (30% of 100-Baseline): **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% ***100%***

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

4.1.a. Provide for Social and Emotional Needs: Counseling, Guidance, and Behavioral Support *(All)* 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.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$14,640,000 LCFF Base $8,504,000 LCFF S/C $600,000 Title I/II $425,000 California Endowment Grant
4.1.b. Provide for Social and Emotional Needs: Counseling, Guidance, and Behavioral Support *(FY, H/L, RFEP, EL, B/AA, SwD, GATE)* 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.	Districtwide Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless X Other (Gifted and Talented Students)	See Action 4.1.a.

• 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. • 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.			
4.1.c. Provide for Social and Emotional Needs: Counseling, Guidance, and Behavioral Support *(LI)* 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.	All Schools, Districtwide Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless	See Action 4.1.a.

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. • 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.		_ Other	

9. The district will monitor suspension and expulsion data, attendance and chronic absenteeism.			
4.2.a. Provide for Student Health and Wellness *(All)* 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. 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.	Districtwide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$6,200,000 LCFF Base $5,155,000 LCFF S/C $2,413,000 Title I

4.2.b. Provide for Student Health and Wellness *(FY, LI, RFEP, EL)* 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 nursing services will be provided for high need schools. 5. 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.	Districtwide Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	See Action 4.2.a.
4.2.c. Provide for Student Health and Wellness *(SwD)* 1. Additional focused support for students with disabilities will be provided. 2. Additional focused support for students with significant health needs will be provided using the acuity model.	Districtwide Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	See Action 4.2.a.
4.3 Additional Support for Youth in Transition *(FY, LI, H)* 1. The district will provide coordinated and	All Schools Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent	$189,000 LCFF S/C $913,000 Title I

	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 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		English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other	

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 *(FY, H/L, LI, RFEP, EL, B/AA, LGBTQ+)* 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 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.	Districtwide Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (LGBTQ+)	$926,000 LCFF S/C $263,000 Title I

3. The Ethnic Studies curriculum team, the FAIR Education curriculum committee, and the History/Social Sciences Department will develop culturally relevant curricula. 4. 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. School Support Staff and Resources *(All)* 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 informed staff, including effective parent/family communication.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$50,172,000 LCFF Base $1,178,000 LCFF S/C
4.5.b. School Support Staff and Resources *(RFEP, EL)* 1. Bilingual staff will promote effective engagement and communications for English Learner (EL) parents and families	All Schools Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	See Action 4.5.a.

4.6. Healthy and Nutritious Meals *(All)* 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.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$61,908,000 Cafeteria Special Reserve Fund
4.7. Attractive, Clean and Well-Maintained Schools *(All)* 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.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$59,426,000 LCFF Base $151,000 LCFF S/C

4.8. Safe Schools *(All)* 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.	Districtwide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$12,727,000 LCFF Base $1,363,000 LCFF S/C

LCAP Year 2

Expected Annual Measurable Outcomes:	1. **School Climate Survey** - **Safety** Baselines + (40% of 100-Baseline): Gr. 7 = 65%, Gr. 9 = 60%, Gr. 11 = 66% **Protective Factors** Baselines + (40% of 100-Baseline): **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%) - 40%. 3. **Number of Expulsions** – Baseline (107) - 40%. 4. **Student attendance rates** – Baseline (95.83%) + .1.0. 5. **Chronic absentee rates** – Baseline (10.24%) - 40%. 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% ***100%***

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

4.1.a. Provide for Social and Emotional Needs: Counseling, Guidance, and Behavioral Support *(All)* 1. Counseling, psychological and guidance services that address student social and emotional needs will continue to be provided. 2. Support systems for improved student attendance and alternative placement opportunities will continue to be provided.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$14,640,000 LCFF Base $8,504,000 LCFF S/C $600,000 Title I/II $425,000 California Endowment Grant
4.1.b. Provide for Social and Emotional Needs: Counseling, Guidance, and Behavioral Support *(FY, H/L, RFEP, EL, B/AA, SwD, GATE)* 1. Additional counselors for high need schools will be provided. 2. Support, case management, and referrals for ongoing mental health treatment and support will continue to 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 implement 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.	Districtwide Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless X Other (Gifted and Talented Students)	See Action 4.1.a.

• 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. • Expanding behavioral support resources to provide access to more general education concerns. 7. Professional development opportunities will continue to 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 implement 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 continue to monitor suspension and expulsion data, attendance and chronic absenteeism.			
4.1.c. Provide for Social and Emotional Needs: Counseling, Guidance, and Behavioral Support *(LI)* 1. Additional counselors for high need schools will be provided. 2. Support, case management, and referrals for ongoing mental health treatment and support will continue to be provided. 3. Behavior support resources will be provided.	All Schools, Districtwide Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	See Action 4.1.a.

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 implement 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.
- Expanding behavioral support resources to provide access to more general education concerns.

7. Professional development opportunities will continue to 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 implement 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 continue to monitor suspension and expulsion data, attendance and chronic absenteeism.			
4.2.a. Provide for Student Health and Wellness *(All)* 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. The district will launch Wellness Centers at each high school over the next two 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.	Districtwide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$6,200,000 LCFF Base $5,155,000 LCFF S/C $2,413,000 Title I

4.2.b. Provide for Student Health and Wellness *(FY, LI, RFEP, EL)* 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 nursing services will be provided for high need schools. 5. The district will launch Wellness Centers at each high school over the next two 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.	Districtwide Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	See Action 4.2.a.
4.2.c. Provide for Student Health and Wellness *(SwD)* 1. Additional focused support for students with disabilities will be provided. 2. Additional focused support for students with significant health needs will continue to be provided using the acuity model.	Districtwide Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	See Action 4.2.a.
4.3 Additional Support for Youth in Transition*(FY, LI, H)* 1. The district will continue to provide coordinated	All Schools Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent	$189,000 LCFF S/C $913,000 Title I

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 continue to 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. 3. Central office and school personnel will continue to coordinate and collaborate to 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 continue to 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 continue to 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 offered in collaboration with supporting departments for		English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other	

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 implement 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 continue to 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 continue to 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 *(FY, H/L, LI, RFEP, EL, B/AA, LGBTQ+)* 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 adhere to the FAIR Education Act, coordinated by the History/Social Sciences Department and the Office of Youth Advocacy. • Surveying and reporting 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.	Districtwide Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (LGBTQ+)	$926,000 LCFF S/C $263,000 Title I

3. The Ethnic Studies curriculum team, the FAIR Education curriculum committee, and the History/Social Sciences Department will continue to develop culturally relevant curricula. 4. 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. School Support Staff and Resources *(All)* 1. The district will continue to 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 continue to 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 informed staff, including effective parent/family communication.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$50,172,000 LCFF Base $1,178,000 LCFF S/C
4.5.b. School Support Staff and Resources *(EL, RFEP)* 1. Bilingual staff will continue to promote effective engagement and communications for English Learner (EL) parents and families	All Schools Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	See Action 4.5.a.

4.6. Healthy and Nutritious Meals *(All)* 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 continue to 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.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$61,908,000 Cafeteria Special Reserve Fund
4.7. Attractive, Clean and Well-Maintained Schools *(All)* 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 continue to be provided to ensure well-trained and informed staff.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$59,426,000 LCFF Base $151,000 LCFF S/C

4.8. Safe Schools *(All)* 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 continue to be provided to ensure well-trained and informed staff.	Districtwide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$12,727,000 LCFF Base $1,363,000 LCFF S/C

LCAP Year 3

Expected Annual Measurable Outcomes:	1. **School Climate Survey** - **Safety** Baselines + (50% of 100-Baseline): Gr. 7 = 65%, Gr. 9 = 60%, Gr. 11 = 66% **Protective Factors** Baselines + (50% of 100-Baseline): **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%) - 50%. 3. **Number of Expulsions** – Baseline (107) - 50%. 4. **Student attendance rates** – Baseline (95.83%) + .1.25. 5. **Chronic absentee rates** – Baseline (10.24%) - 50%. 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% ***100%***

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

4.1.a. Provide for Social and Emotional Needs: Counseling, Guidance, and Behavioral Support *(All)* 1. Counseling, psychological and guidance services that address student social and emotional needs will continue to be provided. 2. Support systems for improved student attendance and alternative placement opportunities will continue to be provided.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$14,640,000 LCFF Base $8,504,000 LCFF S/C $600,000 Title I/II
4.1.b. Provide for Social and Emotional Needs: Counseling, Guidance, and Behavioral Support *(FY, H/L, RFEP, EL, B/AA, SwD, GATE)* 1. Additional counselors for high need schools will be provided. 2. Support, case management, and referrals for ongoing mental health treatment and support will continue to 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 implement 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	Districtwide Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless X Other (Gifted and Talented Students)	See Action 4.1.a.

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. • Expanding behavioral support resources to provide access to more general education concerns. 7. Professional development opportunities will continue to 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 implement 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 continue to monitor suspension and expulsion data, attendance and chronic absenteeism.			
4.1.c. Provide for Social and Emotional Needs: Counseling, Guidance, and Behavioral Support *(LI)* 1. Additional counselors for high need schools will be provided. 2. Support, case management, and referrals for ongoing mental health treatment and support will continue to be provided. 3. Behavior support resources will be provided. 4. Restorative justice and Positive Behavioral Intervention and Support (PBIS) will be expanded	All Schools, Districtwide Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	See Action 4.1.a.

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 implement 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.
- Expanding behavioral support resources to provide access to more general education concerns.

7. Professional development opportunities will continue to 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 implement 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 continue to monitor suspension and

expulsion data, attendance and chronic absenteeism.			
4.2.a. Provide for Student Health and Wellness *(All)* 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. The district will launch Wellness Centers at each high school over the next year 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.	Districtwide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$6,200,000 LCFF Base $5,155,000 LCFF S/C $2,413,000 Title I

4.2.b. Provide for Student Health and Wellness *(FY, LI, RFEP, EL)* 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 nursing services will be provided for high need schools. 5. The district will launch Wellness Centers at each high school over the next year 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.	Districtwide Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	See Action 4.2.a.
4.2.c. Provide for Student Health and Wellness *(SwD)* 1. Additional focused support for students with disabilities will be provided. 2. Additional focused support for students with significant health needs will continue to be provided using the acuity model.	Districtwide Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	See Action 4.2.a.
4.3 Additional Support for Youth in Transition *(FY, LI, H)* 1. The district will continue to provide coordinated	All Schools Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent	$189,000 LCFF S/C $913,000 Title I

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 continue to 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. 3. Central office and school personnel will continue to coordinate and collaborate to 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 continue to 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 continue to 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 offered in collaboration with supporting departments for		English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other	

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 implement 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 continue to 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 continue to 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 *(FY, H/L, LI, RFEP, EL, B/AA, LGBTQ+)* 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 adhere to the FAIR Education Act, coordinated by the History/Social Sciences Department and the Office of Youth Advocacy. • Surveying and reporting 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.	Districtwide Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (LGBTQ+)	$926,000 LCFF S/C $263,000 Title I

3. The Ethnic Studies curriculum team, the FAIR Education curriculum committee, and the History/Social Sciences Department will continue to develop culturally relevant curricula. 4. 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. School Support Staff and Resources *(All)* 1. The district will continue to 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 continue to 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 informed staff, including effective parent/family communication.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$50,172,000 LCFF Base $1,178,000 LCFF S/C
4.5.b. School Support Staff and Resources *(RFEP, EL)* 1. Bilingual staff will continue to promote effective engagement and communications for English Learner (EL) parents and families	All Schools Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	See Action 4.5.a.

4.6. Healthy and Nutritious Meals *(All)* 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 continue to 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.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$61,908,000 Cafeteria Special Reserve Fund
4.7. Attractive, Clean and Well-Maintained Schools *(All)* 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 continue to be provided to ensure well-trained and informed staff.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$59,426,000 LCFF Base $151,000 LCFF S/C

4.8. Safe Schools *(All)* 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 continue to be provided to ensure well-trained and informed staff.	Districtwide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$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 and/or Local Priorities: _1 _2 X 3 _4 _5 _6 _7 _8 Local: Vision 2020: Parent and community engagement with highly regarded neighborhood schools that serve students, families and communities

Identified Need:	To support meaningful and productive partnerships with parents and communities to develop quality schools that are highly regarded and contribute to every neighborhood. An analysis of data and stakeholder input indicate a need to continue focusing on this area to ensure a greater degree of meaningful participation and engagement and enroll an increasing share of neighborhood students.	
Goal Applies to:	**Schools:**	All Grades: All
	Applicable Pupil Subgroups:	All

LCAP Year 1

Expected Annual Measurable Outcomes:	1. **School Climate Survey** - **Safety** Baselines + (30% of 100-Baseline): Gr. 7 = 65%, Gr. 9 = 60%, Gr. 11 = 66% **Protective Factors** Baselines + (30% of 100-Baseline): **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 as measured by Neighborhood Participation Rates (baselines below): (80 - baseline) 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 3. Cluster articulation data - Establish baseline (pending) for the percent of students articulating to schools in their clusters. 4. Parent opportunities to engage in Design Thinking sessions and training on High Impact Home Strategies: Establish baseline.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1. Meaningful Engagement and Participation *(All)* 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	Districtwide Eligible Title I Schools (Action 5. only) Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$95,000 LCFF S/C $1,644,000 Title I

(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.
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 Det. 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 *(All)* 1. The Quality Assurance Office will be accessible and responsive to parents, staff and community who express concerns or seek assistance.	Districtwide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$1,680,000 LCFF Base

5.3. Translation and Interpretation Services *(RFEP, EL)* 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.	All Schools Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$957,000 LCFF S/C $51,000 Title I
5.4. Enrollment Options and Opportunities *(All)* 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. 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.	Districtwide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$1,320,000 LCFF Base

5.5.a. Develop and implement strategies customized for each cluster. *(All)* 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.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$99,000 LCFF Base
5.5.b. Develop and implement strategies customized for each cluster. *(FY, H/L, LI, RFEP, EL, B/AA, SwD)* 1. The district will develop and implement strategies customized for each cluster, by: • 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]).	Districtwide Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	See Action 5.5.a.

5.6. Community Relations and Partnerships *(All)* 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).	Districtwide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$91,000 LCFF Base

LCAP Year 2

Expected Annual Measurable Outcomes:	1. **School Climate Survey** - **Safety** Baselines + (40% of 100-Baseline): Gr. 7 = 65%, Gr. 9 = 60%, Gr. 11 = 66% **Protective Factors** Baselines + (40% of 100-Baseline): **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: Cluster neighborhood participation rates with baselines below — (80 - baseline) x 40% • 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 3. Cluster articulation data - Establish baseline (pending) for the percent of students articulating to schools in their clusters. 4. Parent opportunities to engage in Design Thinking sessions and training on High Impact Home Strategies: Baseline x 100%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1. Meaningful Engagement and Participation *(All)* 1. The district will continue to 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 implement 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 continue to 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 continue to provide parents/guardians with opportunities (i.e., workshops, college fairs, etc.), guidance on	Districtwide Eligible Title I Schools (Action 5. only) Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$95,000 LCFF S/C $1,644,000 Title I

navigating the school system and resources to support their student's preparation for college, career and community. 7. The district will continue to 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. 8. The district will implement the plan 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 monitored to ensure the functionality and accessibility of Parent Portal (through PowerSchool), and training and support to effectively use this resource will continue to be provided. 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 continue to 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 review with the San Diego Education Association (SDEA) the results of the Home Visit Project to increase parent engagement and build positive relations between staff, students, parents, and the community. 13. Workshops will continue to 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 Det. 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 *(All)* 1. The Quality Assurance Office will be accessible and responsive to parents, staff and community who express concerns or seek assistance.	Districtwide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$1,680,000 LCFF Base
5.3. Translation and Interpretation Services *(RFEP, EL)* 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 continue to serve a wide range of stakeholder language groups and needs through the Translations Dept.	All Schools Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$957,000 LCFF S/C $51,000 Title I

5.4. Enrollment Options and Opportunities *(All)* 1. An accessible, personalized, and welcoming enrollment center will continue to highlight and support the enrollment of students in neighborhood and district schools. 2. The district will continue to 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. 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 review the adjustment of 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.	Districtwide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$1,320,000 LCFF Base

5.5.a. Develop and implement strategies customized for each cluster. *(All)* 1. The district will continue to 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]). • Working with a committee composed of parents and community members on initiatives such as communication and information, the implementation of the Framework for Systemic Family Engagement, and establishing criteria to measure family engagement.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$99,000 LCFF Base
5.5.b. Develop and implement strategies customized for each cluster. *(FY, H/L, LI, RFEP, EL, B/AA, SwD)* 1. The district will continue to develop and implement strategies customized for each cluster, by: • 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]).	Districtwide Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	See Action 5.5.a.

5.6. Community Relations and Partnerships *(All)* 1. The district will continue to 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 continue to 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).	Districtwide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$91,000 LCFF Base

LCAP Year 3

Expected Annual Measurable Outcomes:	1. **School Climate Survey** - **Safety** Baselines + (50% of 100-Baseline): Gr. 7 = 65%, Gr. 9 = 60%, Gr. 11 = 66% **Protective Factors** Baselines + (50% of 100-Baseline): **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: Cluster neighborhood participation rates with baselines below — (80 - baseline) x 50% • 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 3. Cluster articulation data - Establish baseline (pending) for the percent of students articulating to schools in their clusters. 4. Parent opportunities to engage in Design Thinking sessions and training on High Impact Home Strategies: Baseline x 200%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1. Meaningful Engagement and Participation *(All)* 1. The district will continue to 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 implement 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 continue to 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 continue to provide parents/guardians with opportunities (i.e., workshops, college fairs, etc.), guidance on	Districtwide Eligible Title I Schools (Action 5. only) Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$95,000 LCFF S/C $1,644,000 Title I

navigating the school system and resources to support their student's preparation for college, career and community. 7. The district will continue to 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. 8. The district will implement the plan 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 monitored to ensure the functionality and accessibility of Parent Portal (through PowerSchool), and training and support to effectively use this resource will continue to be provided. 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 continue to 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 review with the San Diego Education Association (SDEA) the results of the Home Visit Project to increase parent engagement and build positive relations between staff, students, parents, and the community. 13. Workshops will continue to 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 Det. 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 *(All)* 1. The Quality Assurance Office will be accessible and responsive to parents, staff and community who express concerns or seek assistance.	Districtwide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$1,680,000 LCFF Base
5.3. Translation and Interpretation Services *(RFEP, EL)* 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 continue to serve a wide range of stakeholder language groups and needs through the Translations Dept.	All Schools Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$957,000 LCFF S/C $51,000 Title I

5.4. Enrollment Options and Opportunities *(All)* 1. An accessible, personalized, and welcoming enrollment center will continue to highlight and support the enrollment of students in neighborhood and district schools. 2. The district will continue to 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. 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 review the adjustment of 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.	Districtwide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$1,320,000 LCFF Base

5.5.a. Develop and implement strategies customized for each cluster. *(All)* 1. The district will continue to 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]). • Working with a committee composed of parents and community members on initiatives such as communication and information, the implementation of the Framework for Systemic Family Engagement, and establishing criteria to measure family engagement.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$99,000 LCFF Base
5.5.b. Develop and implement strategies customized for each cluster. *(FY, H/L, LI, RFEP, EL, B/AA, SwD)* 1. The district will continue to develop and implement strategies customized for each cluster, by: • 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]).	Districtwide Grades: All	_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	See Action 5.5.a.

5.6. Community Relations and Partnerships *(All)* 1. The district will continue to 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 continue to 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).	Districtwide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$91,000 LCFF Base

GOAL:	**6. Well-orchestrated District-wide 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 and/or Local Priorities: X 1 _2 _3 _4 _5 _6 _7 _8 Local: Vision 2020: Well-orchestrated districtwide support services and communications

Identified Need:	To provide for efficient and effective district infrastructure and clear communications to all stakeholders. Stakeholder input and feedback consistently express a need for continued effective communications in a variety of formats, methods, and languages.	
Goal Applies to:	**Schools:**	All Grades: All
	Applicable Pupil Subgroups:	All

LCAP Year 1

Expected Annual Measurable Outcomes:	Metrics are included in Goals 1–5; samples from each include: Goal 1: **High school graduation rates** – Baseline (87.9%) + 3 pts. Goal 2: **Availability of standards aligned instructional materials -** Maintain at 100%. Goal 3: **Percentage of fully credentialed teachers.** Baseline (95.6%) + 30% of (100 - baseline) Goal 4: **Student attendance rates** – Baseline (95.83%) + .75. Goal 5: **School Climate Survey** - **Safety** Baselines + (30% of 100-Baseline): Gr. 7 = 65%, Gr. 9 = 60%, Gr. 11 = 66% **Protective Factors** Baselines + (30% of 100-Baseline): **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%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

6.1. Basic Services and Infrastructure *(All)* 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.)	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$119,012,000 LCFF Base
6.2. Communications *(All)* 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. Re-engineered district and school websites will 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.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$1,540,000 LCFF Base

6.3 Operations in Alignment with Vision 2020 and LCAP Goals *(All)* 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.	Districtwide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	See Action 6.1

LCAP Year 2

Expected Annual Measurable Outcomes:	Metrics are included in Goals 1–5; samples from each include: Goal 1: **High school graduation rate** – Baseline (87.9%) + 4 pts. Goal 2: **Availability of standards aligned instructional materials -** Maintain at 100%. Goal 3: **Percentage of fully credentialed teachers.** Baseline (95.6%) + 40% of (100 - baseline) Goal 4: **Student attendance rates** – Baseline (95.83%) + 1.0. Goal 5: **School Climate Survey** - **Safety** Baselines + (40% of 100-Baseline): Gr. 7 = 65%, Gr. 9 = 60%, Gr. 11 = 66% **Protective Factors** Baselines + (40% of 100-Baseline): **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%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

6.1. Basic Services and Infrastructure *(All)* 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.)	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$119,012,000 LCFF Base
6.2. Communications *(All)* 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. Re-engineered district and school websites will be more user-friendly and transparent, better organized, and mobile/tablet friendly for all stakeholders including parents, community and staff. 3. The district will continue to 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 continue to be enhanced. 5. The district will continue to collaborate with the County Office of Education and other districts on the development and distribution of standard, targeted messages to support student success.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$1,540,000 LCFF Base

6.3 Operations in Alignment with Vision 2020 and LCAP Goals *(All)* 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 annually 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.	Districtwide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	See Action 6.1

LCAP Year 3

Expected Annual Measurable Outcomes:	Metrics are included in Goals 1–5; samples from each include: Goal 1: **High school graduation rate** – Baseline (87.9%) + 5 pts. Goal 2: **Availability of standards aligned instructional materials -** Maintain at 100%. Goal 3: **Percentage of fully credentialed teachers.** Baseline (95.6%) + 50% of (100 - baseline) Goal 4: **Student attendance rates** – Baseline (95.83%) + 1.25. Goal 5: **School Climate Survey** - **Safety** Baselines + (50% of 100-Baseline): Gr. 7 = 65%, Gr. 9 = 60%, Gr. 11 = 66% **Protective Factors** Baselines + (50% of 100-Baseline): **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%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

6.1. Basic Services and Infrastructure *(All)* 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.)	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$119,012,000 LCFF Base
6.2. Communications *(All)* 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. Re-engineered district and school websites will be more user-friendly and transparent, better organized, and mobile/tablet friendly for all stakeholders including parents, community and staff. 3. The district will continue to 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 continue to be enhanced. 5. The district will continue to collaborate with the County Office of Education and other districts on the development and distribution of standard, targeted messages to support student success.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$1,540,000 LCFF Base

6.3 Operations in Alignment with Vision 2020 and LCAP Goals *(All)* 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 annually 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.	Districtwide Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	See Action 6.1

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Original Goal from prior year LCAP:	All levels of the organization work to improve student achievement and close the achievement gap for all underperforming student groups.			Related State and/or Local Priorities: _1 _2 _3 X 4 X 5 _6 _7 X 8 Local:
Goal Applies to:	Schools:	All Grades: All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	1. **EL reclassification rates** and numbers at school and district level – Baseline (10.5) + 20%. 2. ELs making at least one year's Progress in learning English – Baseline (58%) + 10%. 3. **ELs Achieving Proficiency in English** - <5	Actual Annual Measurable Outcomes:	1. **EL reclassification rates** and numbers at school and district level – Baseline (10.5) + 10%. ***13.8***% 2. ELs making at least one year's Progress in learning English – Baseline (58%) + 10%. ***56.1%***	

	Years cohort: Baseline (24.6%) + 10%; 5+ Years cohort: Baseline (43.5%) + 10% 4. Long-term ELs (LTELs) achieving proficiency in English – Continuous enrollment (establish baseline); Interrupted enrollment (establish baseline) 5. Special education: Student group proportionality in referral and identification rates - Establish baseline. 6. Grades TK to 3 reading levels. Baseline (Gr. 1=53.6%; Gr. 3=48.5%) + 10%. 7. Early learning metrics – Baseline (attendance rates at TK, K, and 1 of 93.84, 94.65, 95.42) + .25 8. **California Assessment of Student Performance and Progress** - Establish baseline. 9. District developed assessments – Baseline (Literacy = 32.9%; Math = 33.1%) + 10%. 10. **High school graduation rates** – Baseline (87.9%) + 2 pts. 11. **High school dropout rates** – Baseline (5.2%) - 10%. 12. **Early Assessment Program results** – Baselines (ELA=42%; Math=48%) + 20%. 13. **Middle school dropout rates** (Grade 8) – Baseline (0.16%) - 20%. 14. **Academic Performance Index** (as allowed by AB484) - Establish baseline when available.		3. **ELs Achieving Proficiency in English** - <5 Years cohort: Baseline (24.6%) + 10% ***25.6%***; 5+ Years cohort: Baseline (43.5%) + 10% ***42.8%*** 4. Long-term ELs (LTELs) achieving proficiency in English – Continuous enrollment (establish baseline); Interrupted enrollment (establish baseline) 5. Special education: Student group disproportionality - Baseline: English Learners with Specific Learning Disability = 18.5%; African American Students with Other Health Impairment = 6.8% and Emotional Disturbance = 12.7%. 6. Grades TK to 3 reading levels. Baseline (Gr. 1=55.7%; Gr. 3=48.5%) + 10%. *Gr. 1 = **58.6**%; Gr. 3 = **50.4**%* 7. Early learning metrics – Baseline (attendance rates at TK, K, and 1 of 93.84, 94.65, 95.42) + .25 8. **California Assessment of Student Performance and Progress** - Establish baseline. *ELA = 51%; Math = 41%* 9. District developed assessments – Baseline (Literacy = 32.9%; Math = 33.1%) + 10%. Lit. = ***51.8***%; Math = ***38.0***% 10. **High school graduation rates** – Baseline (87.9%) + 2 pts. **89.4%** 11. **High school dropout rates** – Baseline (5.2%) - 10%. **3.5%** 12. **Early Assessment Program results** – Baselines: ELA=55%; Math=35%. Targets: ELA=59.5%; Math=41.5%. Outcomes: ELA=XX%; Math=XX% 13. **Middle school dropout rates** (Grade 8) – Baseline (0.16%) - 20%. **0.01%** 14. **Academic Performance Index** (as allowed by AB484) - Establish baseline when available.

LCAP Year: 2015-16	
Planned Actions/Services	**Actual Actions/Services**

	Budgeted Expenditures		Estimated Actual Annual Expenditures
1.1.a. Multiple Measures and Data — All Students 1. Schools use formative assessments to develop learning plans, set goals with students, monitor progress, and evaluate the effectiveness of the plan at the end of the year. 2. Central office staff supports area superintendents, principals, and school staffs to access data and build a culture of data analysis across all schools. 3. A PreK-12 Student Assessment Taskforce has convened to begin development of a coherent PreK-12 assessment plan for the district.The Taskforce will identify key areas of information needed to create a comprehensive profile of student learning and goes beyond looking at student achievement from a single test score. 4. Develop, monitor, and refine an information intelligence system that will provide for real-time data, reporting, and dashboards.	$1,200,000 LCFF Base $1,700,000 LCFF S/C $85,000 Title I	**1.1.a. Multiple Measures and Data — All Students** 1. All sites have TK-12 completed an assessment plan. 2. Developmental Reading Assessment (DRA), interim data and writing assessment data was made accessible to all area superintendents and principals. A system is being developed to log and track data requests to ensure timely delivery of requested data until real-time data reports become available. A data guide is also being developed to help district leadership, district offices, site administrators and teachers locate and understand the data most appropriate for their specific needs. Both are scheduled to be ready for the start of the 2016-17 school year. An example of central office active data review includes the College, Career and Technical Education (CCTE) Dept's. regular reviews and analysis of data from Cal-PASS, the Career and Technology Education Management Application (CAETMA) system, and the Perkins Career and Technical Education Act data system. Internship placement, articulated college credit and course completion data are then reviewed regularly with stakeholders. 3. The Student Assessment Task Force met and identified state and district assessments to be used to monitor student progress. All schools reviewed the data, state and district assessments, and submitted a site-based assessment plan that details any additional assessments that will be administered to monitor growth. 4. The district's current business intelligence and instructional data analysis systems are Oracle	$1,274,309 LCFF Base $1,860,023 LCFF S/C $85,416 Title I

			Business Intelligence (ORBIT) and Illuminate. Internal technical system evaluations are taking place to determine if there are better systems on the market to provide more value to staff and leadership in meeting growing data and analysis needs.		
Scope of service:	All Grades: All		Scope of service:	All schools Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

1.1.b. 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) analyze data and discuss student progress routinely and use data to: (a) monitor the progress of English Learners including long-term English Learners (LTELs) and reclassified students, b) determine the short- and longer-term needs of English Learners (ELs), and (c) determine specific actions designed to accelerate language acquisition and learning for ELs.(See Action 1.8) 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.(See Action 1.10) 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. (See Action 1.7)	See Action 1.1.a.	**1.1.b. Multiple Measures and Data — Student Groups** 1. English Learner Support Teachers (ELST), classroom teachers, Instructional Leadership Teams (ILT), and the Office of Language Acquisition (OLA) have gathered and analyzed data in relation to student progress. Using data sheets, ELSTs have identified target students for reclassification and to some degree conducted goal-setting conversations, and/or parent communication, varied by area. Ensuring appropriate course placement for Long Term English Learners (LTEL) is a priority for the 2016-17 school year. The OLA conducted walkthroughs to determine the current status of programs for English Learners (EL) and have made proposals for school sites to provide such supports as designated English Language Development (ELD) for TK-12, and intervention courses for LTELs, and provide more Academic Language Development (ALD) courses at the middle and high school levels. 2. Sites with these student groups as their equity focus did this routinely to monitor growth. 3. The Special Education Dept. is currently developing a data dashboard that will provide site administrators various data, such as demographics, discipline, grades, proportionality by ethnicity, achievement data, etc., on the achievement of students with disabilities. In addition, development and/or identification of common formative assessments to monitor student progress and inform instructional planning as a means of implementing a multi-tiered approach is underway. Support plans are individualized to student need per their Individualized Education Plan (IEP) utilizing concepts of Positive Behavioral Intervention and Supports (PBIS).	See Action 1.1.a.

Scope of service:	Districtwide Grades: All		Scope of service:	Districtwide Grades: All	
_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _Other		
1.2.a. Support for Early Learning Programs 1. Develop and implement a well-articulated pathway from pre-school through grade 12, including primary language instruction (e.g. biliteracy and dual language instructional programs).		$200,000 LCFF Base $15,900,000 LCFF S/C	**1.2.a. Support for Early Learning Programs** 1. The five-year history of enrollment data was presented to the principals in nine targeted clusters. Strategies were developed for increasing the neighborhood enrollment rates in these clusters (e.g., closing the world language continuity gap between middle and high schools, expanding the Visual and Performing Arts [VAPA] program offerings at Madison High School as a strategy for strengthening the TK – 12 VAPA pathway in the Madison Cluster, closing the gap between Valencia Park Elementary School's Science Technology Engineering Arts and Math [STEAM] focus and Lincoln High School by strengthening programs at Millennial Tech and Knox Middle Schools which feed into Lincoln High School).		$15,723,197 LCFF S/C
Scope of service:	All Elementary Schools Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, Preschool		Scope of service:	All Elementary Schools Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, Preschool	

X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other

1.2.b. Support for Early Learning Programs—Groups 1. Lower class size in grades Transitional Kindergarten (TK) – Grade 3 2. Developmental Reading the progress of reading development and provide differentiated support as needed. 3. TK-3 students will receive small group instruction, in the language(s) of instruction, to ensure that students are proficient in reading by grade 3. 4. Provide targeted intervention and support for at-risk learners, including support in the language(s) of instruction and/or primary language. 5. Provide professional development for teachers directed at student centered teaching, intervention, and support. 6. Improve outcomes for TK and K students with disabilities by providing access to age-appropriate educational opportunities with non-disabled peers. (See Action 1.7) 7. Provide communication and recruitment strategies to ensure all eligible students participate in pre-K and TK. (See Actions 1.10 and 5.4)	See Action 1.2.a.	**1.2.b. Support for Early Learning Programs—Groups** 1. The student:teacher ratio is 24:1 in TK-3. 2. All sites completed the Developmental Reading Assessment (DRA) three times this year. It was administered to all TK-3 students and to low-achieving upper grade students. The Office of Leadership and Learning provided training and analysis professional development to administrators. 3. Guided reading is a district expectation. Ongoing professional development is being provided by the Early Learning Dept. 4. Tier 2 and 3 supports were provided to students who received these services. 5. Professional development has been offered at the district, cluster and school site levels to support teaching and learning. 6. A more meaningful articulation process for students with disabilities transitioning to TK and K is being implemented in specific clusters through collaboration of sending and receiving schools for appropriate services and supports. This is leading to a shared focus on early learning for all students as a means to strengthen Tier I instruction. TK-K students receive instruction in the least restrictive environment. 7. The district worked with the San Diego Education Association (SDEA) to recruit additional Pre-K students. An expanded TK was piloted in the Henry Cluster. Parent outreach meetings, school website supports, and informational brochures have been made available.	See Action 1.2.a.

Scope of service:	Districtwide: Elementary Schools Grades: TK, K, 1st, 2nd, 3rd		Scope of service:	Districtwide: Elementary Schools Grades: TK, K, 1st, 2nd, 3rd	
_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
1.2.c. Support for Early Learning Programs—Groups2 1. Provide targeted intervention and support for at-risk learners, including support in the language(s) of instruction and/or primary language. 2. Improve outcomes for TK and K students with disabilities by providing access to age-appropriate educational opportunities with non-disabled peers. (See Action 1.7)		See Action 1.2.a.	**1.2.c. Support for Early Learning Programs—Groups2** 1. All principals worked with staff to develop and create a robust response to intervention (RTII) system in 2015-16. The director of RTI will continue to support all sites that do not have a robust RTII system in place. The purpose of the work is two-fold, to get struggling students to meet grade level standards, and to provide tiered interventions for the classroom teacher that will result in fewer students entering the Student Study Team and IEP process. 2. A meaningful articulation process for students with disabilities transitioning to TK and K is being implemented in specific clusters through collaboration of sending and receiving schools for appropriate services and supports.		See Action 1.2.a.
Scope of service:	Districtwide: Elementary Schools Grades: TK, K, 1st, 2nd, 3rd		Scope of service:	Districtwide: Elementary Schools Grades: TK, K, 1st, 2nd, 3rd	

_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless X Other (At-risk students)			_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless X Other(At-risk students)		
1.3.a. Support for Secondary Student Access to High-Level Coursework Leading to Graduation 1. All middle and high school students have a 6- or 4-year plan, respectively, that clearly articulates courses students will complete to meet district graduation/A-G requirements.		$5,600,000 LCFF S/C $1,000,000 Title II	**1.3.a. Support for Secondary Student Access to High-Level Coursework Leading to Graduation** 1. Master schedule review, credit transcript checks, site sequencing plans, UC 'a-g' monitoring, Naviance implementation and piloting of the strong and strength unlocking the genius implementation have been completed.		$5,552,263 LCFF S/C $750,213 Title II
Scope of service:	All Middle and Senior High Schools Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th		Scope of service:	All Middle and Senior High Schools Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
1.3.b. Support for Secondary Student Access to High-Level Coursework Leading to Graduation—Groups 1. Counselors and support staff monitor student progress toward graduation and access to advanced pathways.		See Action 1.3.a.	**1.3.b. Support for Secondary Student Access to High-Level Coursework Leading to Graduation—Groups** 1. Two intervention counselors were provided to each high priority site to support Grades 9 and 10		See Action 1.3.a.

2. Central office and secondary school staffs work collaboratively to identify and implement best practices that improve the outcomes for 9th grade students at every high school.
3. Schools with high percentage of students off-track to graduate will have an additional 9th and 10th grade counselor to support students to remain on track and develop a college-going culture.
4. Increased counselor allocations are provided to all middle and high schools.
5. Area superintendents, principals, High School Resources Office, and counselors (along with the Special Education Department and Office of Language Acquisition) work in partnership to ensure that appropriate structures, supports, and resources are in place to ensure that all students have access to rigorous A-G coursework, support and interventions, stay on track to graduate, and are prepared for college and career opportunities.
6. Design and pilot high school innovation centers. These centers will be designed to meet the continuum of needs for students toward graduating college and career ready. Enrichment, acceleration, and intervention will be available for all students who desire or require the support.

Tier I first time success and to monitor intervention.

2. Project Lead the Way (PLTW) curriculum is offered at 14 middle schools. The courses are aligned with Common Core and Next Generation Science Standards (NGSS). District graduation requirements alignment with Career Technical Education (CTE) pathways was reviewed at counselor leadership team meetings. CTE pathway sequences, including course prerequisite and alignment with UC 'a-g' graduation, were reviewed with site counseling staff. Complete pathways will be provided at every high school beginning in the 2016-17 school year. Pathway documents for every high school with updated and revised pathways are expected to increase the number of CTE completers in the 2016-17 school year.

3. Two Intervention counselors were provided to each high priority site to support Grades 9 and 10 Tier I first time success and to monitor intervention.

4. The middle school counselor allocation was rounded to .5 and the high school counselor allocation was rounded to 1.0.

5. A concerted effort was made through the master schedule development process to prioritize scheduling for students with disabilities to provide meaningful opportunities for rigorous instruction with appropriate supports and accommodations. A standard practice for the determination of whether or not a student is diploma-bound is being developed. The GradNation effort, a new arrival program at the San Diego Metropolitan Regional Career and Technical High School on the Mesa College campus, and English Learner (EL) pathways programs are being developed. The 21st Century Community Learning Center After School Safety and Enrichment for Teens (ASSET) grant allows funding for after school tutoring/homework help and credit recovery courses at 12 high schools. Academic support is provided by site teachers. Students who

			attended the after school programs at these high schools showed an increase of credits earned during the first year of the grant. Students who attended after school programming on one to ten occasions earned 84.5% of credits attempted, compared with only 76.6% of credits attempted by students who did not attend any after school programming. Students attending after school programming on 11-31 occasions earned 87.2% of credits attempted and students attending after school programming on 32 or more occasions earned 88.3% of credits attempted. 6. The district's first high school innovation center opened at Morse High School in May 2016. In the 2016-17 school year, innovation centers will open at approximately three-month intervals at Crawford, Hoover, Lincoln and San Diego High Schools. Online learning is the first program that will be offered at the center as a point of need option.		
Scope of service:	Districtwide: Middle and Senior High Schools Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th		Scope of service:	Districtwide: Middle and Senior High Schools Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th	
_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _Other		

1.5.a. Additional Intervention and Student Support for Title I Schools Schools provide for multiple levels of support, including differentiated instructional practices, to meet the needs of all learners. 1. Supplemental Educational Services provide for tutoring and additional academic support for Title I eligible students.		$1,900,000 LCFF S/C $3,700,000 Title I	**1.5.a. Additional Intervention and Student Support for Title I Schools** 1. Supplemental Educational Services (SES) were provided as required under the No Child Left Behind Act (NCLB) to offer tutoring opportunities for Title I students.		$2,232,810 LCFF S/C $4,441,384 Title I *(See Goal 1 Summary Box for explanation of variance)*
Scope of service:	Eligible Title 1 Schools Grades: All		Scope of service:	Eligible Title 1 Schools Grades: All	
_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (At-risk students)			_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other(At-risk students)		
1.5.b. Additional Intervention and Student Support Schools provide for multiple levels of support, including differentiated instructional practices, to meet the needs of all learners. 1. Summer School – to support credit completion and on-time graduation, special needs of students with disabilities (see Action 1.7), and opportunities for support and acceleration for ELs. 2. Grad coaches to support on-time graduation 3. Online learning opportunities 4. Counseling to support academic, emotional, and personal needs of students. (See Action 4.1) 5. Partner at-risk youth with a mentor to monitor attendance, behavior, and school performance		See Action 1.5.a. See also, Action 1.1.a.	**1.5.b. Additional Intervention and Student Support** 1. In 2015, Summer School was provided to approximately 3,800 students in Grades 9-12 for credit recovery. Seven sites were open throughout the district to accommodate all eligible high school students. 2. Grad coach positions were included at all comprehensive high schools. 3. The Education Technology Dept. has created several online professional development offerings for administrators and teachers. These resources include an abridged version of Leading Edge		See Action 1.5.a.

(See Action 4. 1)

6. Expand and support 1-to-1 digital tools to foster differentiated learning and any-time access to learning.
7. Provide all schools, site administrators and Area Superintendents support in the development and implementation of quality Response to Instruction and Intervention programs.

Certification and Chromebook resources.

4. Six resource counselors added were added to support clusters; 10 intervention counselors were added to high priority sites; and middle level counselor allocations were rounded to .5 and high school counselors allocations were rounded to 1.0.

5. Youth in transition (homeless and foster) are partnered with a mentor providing support via the Check and Connect model. Three Check and Connect mentors support approximately 35-40 at-risk youth in transition at Crawford, Hoover, Lincoln, Morse and San Diego High Schools. An additional mentor supports approximately 35-40 unaccompanied homeless youth at Crawford, Henry, Hoover, La Jolla, Lincoln, Morse, San Diego and Scripps Ranch High Schools.

District-managed mentoring programs are offered at Lincoln and San Diego High Schools. PASS AmeriCorps mentors are available at six sites, including Clay and Sherman Elementary Schools, Mann and Memorial Middle Schools, and Crawford and San Diego High Schools. Big Brothers and Big Sisters programs are offered at Franklin, Parks, and Washington Elementary Schools, Logan K-8 School, and Hoover and San Diego High Schools. In partnership with the US Navy, Operation Bigs programs are offered at Hancock and Miller Elementary Schools. Beyond School Walls, a partnership with Bumble Bee Tuna, Qualcomm, and LPL Financial, provide programs at Challenger, Taft, and Wangenheim Middle Schools. Check and Connect/Pathways serve 125 students in all district high schools and charter schools.

6. With the districtwide implementation of GoogleDocs for Education (GAFE), students and staff have access to cloud-based apps any time and any place with Internet access. With digital tools like GAFE, teachers can more easily differentiate instruction by easily creating small groups based on

			student need. They can deliver targeted instruction to these groups and easily rearrange groups as needed. Two clusters went 1:1 in a pilot program. 7. The Office of Youth Advocacy is dedicated to providing inclusive, empowering learning environments for each and every student to thrive. All of the work, from cultural proficiency to restorative justice to ethnic studies to LGBTQ+ education and advocacy is directly aimed at improving quality instruction and student achievement.		
Scope of service:	Districtwide Grades: All		Scope of service:	Districtwide Grades: All	
_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _Other		

1.6 Cultural Proficiency 1. Provide cultural proficiency training that recognizes personal bias and discriminatory practices and equips staff to effectively engage with the diversity of students, staff, and families within our district. 2. Through the lens of equity, monitor, refine, and improve district and school policies and practices to build a sense of collective responsibility for the experiences and achievements of all students in every school. 3. Develop or identify an appropriate metric to measure Cultural Proficiency.		$60,000 Title II See Action 4.4	**1.6 Cultural Proficiency** 1. The district developed an equity leadership platform, wherein cultural proficiency standards are incorporated into four areas: ourselves, our organization, our learning, and our community. The district worked in collaboration with the National Equity Project (NEP) to conduct and support a series of professional development sessions aimed at addressing implicit bias and coaching for equity. 2. School leaders, teachers and central office staff have participated in Introduction to Leading in Complex Systems, Coaching for Equity Institute, Designing and Facilitating Meetings, and Learning Partnership for Equity professional development sessions. Participants have identified equity challenges and refined practices to support each and every student. More professional learning will be available in 2016-17 with further refinement of policies and practices. 3. In addition to the National Equity Project (NEP) sessions and evaluations, it was determined that the metrics for cultural proficiency will be the same metrics used for student achievement, including: English Learner (EL) redesignation rate, graduation rate, number of students accessing advanced coursework, attendance rate, chronic absentee rate, and suspension and expulsion rates.		See Action 4.4.a.
Scope of service:	Districtwide Grades: All		Scope of service:	Districtwide Grades: All	

_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
1.7.a. Additional Support for Students with Disabilities 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 that will be developed, implemented and monitored for students; Birth to age 5, TK – 12, and ages 18 – 22. Programs and program services include: 1. Special education teachers and assistants (e.g. mild/moderate, moderate/severe, resource specialists, deaf and hard of hearing). 2. Additional student support services (e.g. occupational therapy, physical therapy, speech and language, and visually impaired). 3. Instructional support: ◦ Resource and support staff identifies, develop, and provides professional development, coaching, and instructional tools and resources. ◦ Site administrators provide guidance, leadership, and support for each Area. ◦ The special education trans-disciplinary team will provide training and support to schools for English learners with disabilities and monitor and refine a comprehensive evaluation process for referrals, identification and placement, and appropriate services ◦ Extended School Year – Summer school program	$182,800,000 LCFF Base $15,700,000 LCFF S/C	**1.7.a. Additional Support for Students with Disabilities** 1. and 2. Special education teachers, assistants, and support staff were provided to establish the needed learning conditions to ready the environment for optimal learning. Support structures include development of student schedules, classroom set-up, classroom management, articulation process, etc. 3. Side by side coaching took place on site walkthroughs with a group of special education teachers across schools. Specific professional development was customized to individual school needs, such as developing quality Individualized Education Plans (IEP), maximizing resources through student scheduling and services, Universal Design for Learning (UDL), beginnings of lesson design, and the use of authentic assessments to determine meaningful present levels of performance and goals on student IEPs. Specific site plans prioritizing the principal's focus were created and implemented. Site teams were supported in the development and implementation of Response to Instruction and Intervention (RtII). Professional development and on-site coaching and the comprehensive evaluation process for English Learners (EL) provided procedures for district staff to ensure appropriate referrals, evaluations, identification for services, and appropriate IEP supports. The Extended School Year (ESY)	$176,748,479 LCFF Base $15,988,634 LCFF S/C

4. Specialized equipment, tools, and resources to meet the instructional or physical needs of students.
5. Dedicated translators and interpreters, trained to communicate specialized elements of special education.
6. Central office support for program implementation, technical support, and oversight for state and federal requirements.
7. Specialized settings (e.g. Riley/New Dawn)
8. Develop, implement, and monitor Individualized Educational Plans (IEPs), including documentation and adherence to requirements and timelines.

provides the opportunity to ensure students with significant disabilities do not regress on the specific skills and goals obtained throughout the year.

4. The Assistive Technology Dept. provides technology support to students receiving special education services in the areas of communication, reading, math, spelling, computer access and adaptive classroom participation. Assistive Technology staff members support school teams in completing assistive technology/augmentive communication consultations or evaluations, purchasing, leasing or otherwise providing for the acquisition of assistive technology devices, provide training on the operation and application of the assistive technology to support students, school staff and families, maintain devices and equipment, and collaborate with other IEP team members on how assistive technology can be used to support curriculum and instruction.

5. Meaningful parent participation is promoted through the services of interpreters in over 25 languages.

6. Central office prepares monthly reports to sites on monitoring IEP events, including the number of overdue events.

7. Specialized settings include Riley/Unified/New Dawn/Marcy Schools, TRACE School, Whittier School, STARS Program, and Nonpublic Schools. As district alternatives to placement at Nonpublic Schools, intensive supports are delivered in a more restrictive environment where all students have an Individualized Education Plan (IEP). The goal for each specialized setting is to provide students the opportunity to build the social, emotional, and academic skills to access learning and experience success in school. Enrollment at these sites is monitored and has increased this school year.

8. Central office prepares monthly reports to sites on monitoring IEP events, including the number of

			overdue events.		
Scope of service:	1,2,4,5,6: All Schools 3,6: Districtwide 6: Specialized School Settings Grades: All		Scope of service:	1,2,4,5,6: All Schools 3,6: Districtwide 6: Specialized School Settings Grades: All	
_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _Other		

1.7.b. Additional Support for Students with Disabilities 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 that will be developed, implemented and monitored for students; Birth to age 5, TK – 12, and ages 18 – 22. Programs and program services include: 1. Instructional support: ◦ Resource and support staff identifies, develop, and provides professional development, coaching, and instructional tools and resources. ◦ Site administrators provide guidance, leadership, and support for each Area. ◦ The special education trans-disciplinary team will provide training and support to schools for English learners with disabilities and monitor and refine a comprehensive evaluation process for referrals, identification and placement, and appropriate services ◦ Extended School Year – Summer school program 2. Central office support for program implementation, technical support, and oversight for state and federal requirements.		See Action 1.7.a.	**1.7.b. Additional Support for Students with Disabilities** 1. Side by side coaching took place on site walkthroughs with a group of special education teachers across schools. Specific professional development was customized to individual school needs, such as developing quality Individualized Education Plans (IEP), maximizing resources through student scheduling and services, Universal Design for Learning (UDL), beginnings of lesson design, and the use of authentic assessments to determine meaningful present levels of performance and goals on student IEPs. Specific site plans prioritizing the principal's focus were created and implemented. Site teams were supported in the development and implementation of Response to Instruction and Intervention (RtII). Professional development and on-site coaching and the comprehensive evaluation process for English Learners (EL) provided procedures for district staff to ensure appropriate referrals, evaluations, identification for services, and appropriate IEP supports. The Extended School Year (ESY) provides the opportunity to ensure students with significant disabilities do not regress on the specific skills and goals obtained throughout the year. 2. Central office prepares monthly reports to sites on monitoring IEP events, including the number of overdue events.		See Action 1.7.a.
Scope of service:	Districtwide Grades: All		Scope of service:	Districtwide Grades: All	

_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other				_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
1.7.c. Additional Support for Students with Disabilities — EL 1. Dedicated translators and interpreters, trained to communicate specialized elements of special education.		See Action 1.7.a.	**1.7.c. Additional Support for Students with Disabilities — EL** 1. Meaningful parent participation is promoted through the use of intrepreters in over 25 languages.		See Action 1.7.a.
Scope of service:	All Schools Grades: All		Scope of service:	All Schools Grades: All	
_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other				_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
1.8. Additional Support for English Learners (EL) 1. English learner supports will be organized to provide focused cluster-based support with an emphasis on: ◦ Developing highly engaged English Learner Advisory Committees (ELACs), ◦ Increased reclassification rates,		$6,600,000 LCFF S/C $2,726,000 Title III	**1.8. Additional Support for English Learners (EL)** 1. English Learner Support Teachers (ELST), in collaboration with site leadership and/or English Learner (EL) coordinators, have continued to build, establish, and/or maintain site or cluster English Learner Advisory Committees (ELAC). ELSTs, in		$6,503,112 LCFF S/C $3,126,307 Title III

- Support for annual testing of English proficiency,
- Response to Instruction and Intervention (RTII) process for English Learner achievement
- Best first practices to support English Learners

2. Area superintendents, Common Core Cluster Support Teachers (CCCSTs), English Learner Support Teachers (ELSTs), in collaboration with Office of Language Acquisition EL resource teachers and staff will organize and support a network of schools (with high concentrations of long-term English learners) to focus on the prevention of and immediate supports for long-term English Learners and underperforming reclassified students.
3. ELSTs work alongside area superintendents, principals, common core cluster support teachers, EL resource teachers, and classroom teachers to develop and implement the focus areas noted above.
4. To promote accelerated English language development, provide English learners with appropriate *Designated* and *Integrated* English Language Development (ELD)* until they are reclassified as English proficient:
    - Elementary schools: provide daily, designated ELD instruction by proficiency level.
    - Middle and senior high schools: Master schedules provide for appropriate levels, numbers, and sections of designated English as a Second Language (ESL) to support enrolled ELs.
    - New Arrival Centers: Placed at schools with high numbers of recently arrived/immigrant students; provide daily, designated and integrated ELD instruction.
    - K-12: Integrated ELD (academic language development across all disciplines)
    - *See California Department of Education

collaboration with site leadership and/or EL coordinators, gathered data on reclassification candidates and in some cases strategically selected target students to reclassify. The California English Language Development Test (CELDT) was prepared for and conducted in collaboration with site leadership and/or EL coordinators. This included district CELDT trainings, organizing test materials, assisting the coordination of the testing environment to ensure security, and the completion of testing conditions. In collaboration with the Office of Secondary Schools and site leadership, master schedules were reviewed to ensure appropriate intervention support classes are offered for ELs. Best practices for ELs were established including teacher wait time, strategic student partnerships, high level questions, and language frames in the service of academic language.

2. The Office of Language Acquisition (OLA) conducted targeted student conversations to discuss the previous year's CELDT data and set goals for the upcoming CELDT. OLA continued to strengthen reclassification communication with students, teachers, parents and EL coordinators.

3. The ELSTs participated in walkthroughs, in learning walks at selected sites resulting in learning/coaching cycles to support the teaching and learning of ELs or ELST-developed site specific professional development for ELs.

4. Elementary school principals were reminded that designated English Language Development (ELD) is part of core instruction. ELSTs in some areas supported the planning for and teaching of designated ELD. At middle and high schools, this was addressed in master schedule planning sessions as part of principal conferences. Walkthroughs and site visits were conducted at New Arrival Centers (NAC) to evaluate the programs and services of designated and integrated instruction provided to students new to the US resulted in

(CDE) – English Language Arts (ELA)/ELD Framework. 5. To provide for improved outcomes for ELs, the Office of Language Acquisition collaborates with district staff and designs, coordinates, supports, monitors, and provides for: professional learning opportunities, instructional programs, supports and services for English learners and reclassified students, TK-12 language programs (e.g. biliteracy, dual language, secondary world language), and oversight for state and federal requirements. 6. Continue to provide and expand access to specialized courses at the middle and senior high level to promote EL achievement, including: ◦ Academic Language Development (ALD) ◦ Spanish for Spanish Speakers 7. Provide summer school ESL opportunities for remediation or acceleration that provide ELs with access to pathways that lead to timely completion of district graduation/A-G requirements. (See Action 1.5) 8. Provide translation and interpretation services for families.(See Action 5.3)			proposed recommendations for redesign of services in the 2016-17 school year. Professional development was provided for teachers in K-12 Academic Language Development (ALD) across all disciplines, elementary dual language, middle and high school NACs, ALD and English as a Second Language (ESL) courses. Professional development was also provided to ELSTs and selected clusters on English Language Arts (ELA)/ELD framework and standards. 5. Professional development opportunities were provided for biliteracy teachers. An analysis of district pathways for dual language schools was conducted with sites and the Facilities Planning and Design Dept. to ensure language pathways program alignment. Two additional schools are beginning language programs, and language programs/intervention such as lingual learning are being piloted. 6. Master schedule planning has promoted the use of ALD and ELD/ESL support classes. Support for sites in language pathways is occurring through master schedule development. 7. Summer learning opportunities are offered for remediation or acceleration to provide ELs with access to graduation requirements. OLA resource teachers to help plan supports, and provide materials and curriculum support. 8. A continuing effort is being made to support communication with our families through the use of translation and interpretation services.		
Scope of service:	All Schools Grades: All		Scope of service:	All Schools Grades: All	

_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other

1.9. Additional Support for Foster Youth 1. Provide resource teachers to monitor academic progress, behavioral data, and attendance rates of foster youth at high incidence schools. 2. Partner at-risk youth with mentor teachers to monitor attendance, behavior, and school performance. (See Action 4.3)	See Action 4.3.	**1.9. Additional Support for Foster Youth** 1. The Children and Youth in Transition (CYT) Dept. will be obtaining a new staff in 2016-17 which will help address student needs and continue to increase awareness of supports and services. Changes in the 2016-17 year will include a more collaborative process through the "Green Teams" and more targeted supports directed to school sites. Currently, two resource teachers monitor academic progress of youth in transition and provide school site staff, including administration, information on ways to track and collect data on youth in transition through PowerSchool and Illuminate. Resource teachers work with sites to access resources and supports based on the educational needs of the students. One resource teacher tracks data on unaccompanied homeless youth and supports school sites with resources for these students. The CYT Dept's. school psychologist monitors academic progress of students that reside at group homes. 2. Services provided have addressed the needs of the most at-risk youth in transition through mentorship, academic support and creating stability with a focus on students at-risk instead of becoming disconnected or on the verge of dropping out. The CYT Dept. obtained a grant to address youth identified as homeless that are not connected to school to help reconnect them and support their academic progress. Currently, youth in transition are partnered with a mentor that supports them utilizing the Check and Connect model. There are three Check and Connect mentors supporting approximately 35-40 at-risk youth in transition at Crawford, Hoover, Lincoln, Morse, and San Diego High Schools. One mentor supports approximately 35-40 unaccompanied homeless youth at their schools of attendance.	See Action 4.3. a.

Scope of service:	All Schools Grades: All		Scope of service:	All schools Grades: All	
_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other			_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _Other		
1.10. Additional Support for African, African American, and Latino Students 1. Provide communication and recruitment strategies to ensure all eligible students participate in pre-K and TK. (See Action 1.2) 2. Recruit teachers and staff who are reflective of and possess the cultural proficiency to effectively engage our diverse student population. (See Actions 3.1 and 4.6) 3. Through collaborations with Race Human Relations and Advocacy, central office and school staff, build the cultural proficiency of all staff to effectively engage with the diversity of our students, families, and staff. (See Actions 1.6 and 4.4) 4. Site administrators and classroom teachers routinely analyze data on the achievement of African, African American, and Latino students.Support plans are developed, implemented, and monitored in the areas of achievement, attendance, and behavior. (See Action 1.1) 5. Expand Restorative Justice and Positive Behavioral Interventions and Support (PBIS) to promote effective and positive behavior support. (See Action 4.1) 6. Develop a robust mentoring program that engages		$200,000 LCFF S/C $300,000 Title I $300,000 Title II	**1.10. Additional Support for African, African American, and Latino Students** 1. The Office of Leadership and Learning will continue to organize and facilitate site and community meetings to explain the structure and benefits of TK, distribute TK brochures to all elementary schools and ensure the district's TK webpage is up to date. In 2015-16, the Early Childhood Education (ECE) Program met with the Communications Dept. to plan public relations activities to recruit for state preschool enrollment. A direct mail letter regarding May priority enrollment was sent to parents/guardians of all currently enrolled three-year-olds who still qualify to participate in the 2016-17 school year. A mailer was sent to all families in income-qualifying school areas to provide information about available state preschool services. SchoolMessenger was used to invite new families to attend a large group enrollment session to be held in July 2016. 2. To recruit teachers, the district engaged in national recruitment efforts focused on programs with large numbers of diverse candidates enrolled in education programs. 3. The RHRA Dept. continues to provide cultural	$730,833 LCFF S/C $228,993 Title I $283,894 Title II *(See Goal 1 Summary Box for explanation of variance)*	

district staff, advocacy groups, and other community members to serve as trained mentors to increase the academic and social success of African, African American, and Latino students.

7. 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 student to connect to organizations and events in the broader community.
8. Develop Ethnic Studies courses that meet A-G history requirement.(See Action 2.2)
9. Actions above also support the district Pledge to Improve the Achievement of Young Men of Color Plan.

proficiency training to requesting school sites and departments, including Human Resource Services. The RHRA Dept. continues to provide culturally sensitive mediations and support to requesting school sites.

4. Through the work of the National Equity Project (NEP), principals have identified an equity challenge; African-American and Latino students are the focus in many schools.

5. In Year 2 of restorative justice implementation, consultation with the National Conflict Resolution Center (NCRC) has continued; monthly restorative collaborative meetings are held, wherein district, site and community stakeholders share best practices and concerns; the RHRA Dept. has been trained and assists with the implementation, when appropriate; a part-time youth coordinator supports the youth development of restorative justice practices at multiple sites; personnel from the Office of Placement and Appeal, together with the NCRC consultant, continue to offer restorative justice training. In Year 2 of Positive Behavior Intervention and Supports (PBIS) expansion, consultation with Safe and Civil Schools has continued. Additional schools have been added and new levels of professional development and support have occurred.

6. District-managed mentoring programs are offered at Lincoln and San Diego High Schools. PASS AmeriCorps mentors are available at six sites, including Clay and Sherman Elementary Schools, Mann and Memorial Middle Schools, and Crawford and San Diego High Schools. Big Brothers and Big Sisters programs are offered at Franklin, Parks, and Washington Elementary Schools, Logan K-8 School, and Hoover and San Diego High Schools. In partnership with the US Navy, Operation Bigs programs are offered at Hancock and Miller Elementary Schools. Beyond School Walls, a partnership with Bumble Bee Tuna,

			Qualcomm, and LPL Financial, provide programs at Challenger, Taft, and Wangenheim Middle Schools. Check and Connect/Pathways serve 125 students in all district high schools and charter schools. 7. The Youth Advocacy Dept. has supported the formation of Gay-Straight Alliance (GSA) Clubs on all high school campuses. The RHRA Dept. works directly with Associated Student Body (ASB) presidents to develop cultural identity groups and cultural exhibitions on high school campuses. The 21st Century Community Learning Center After School Safety and Enrichment for Teens (ASSET) grant allows funding for cultural awareness clubs during after school programs at 12 high schools. 8. The *Introduction to Ethnic Studies: A Pathway to Social Justice* course has been developed and submitted for approval to the district's Interdivisional Curriculum Committee and the University of California Office of the President for approval as a Grade 9 'a-g' history elective course, which upon approval, will be piloted at Lincoln and Serra High Schools. Resources and materials for the course have been identified. Teacher training is scheduled for the week of August 15, 2016. 9. The district will continue to support the Pledge to Improve the Achievement of Young Men of Color.		
Scope of service:	Districtwide Grades: All		Scope of service:	Districtwide Grades: All	

_ All ---------- _ Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners X Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ---------- _ Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners X Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
1.4.a. Supplemental School Allocations for Multiple Levels of Support—Groups Schools provide for multiple levels of support, including differentiated instructional practices, to meet the needs of all learners. 1. All schools receive a supplemental LCFF allocation proportionate to their number of English Learners (EL), Foster Youth (FY), and Low-income (LI) students.Each school selects the most appropriate supports and services (intervention, classroom support, and/or professional development) to meet the specific needs of their EL, FY, and LI students. 2. Schools that are comprised of at least 90% English learners, foster youth, and/or low income students will receive one additional certificated position to provide additional support. Schools will determine and select the position to meet the specific student needs.		$10,400,000 LCFF S/C	**1.4.a. Supplemental School Allocations for Multiple Levels of Support—Groups** 1. The Site Based Budgeting (SBB) process is the vehicle through which sites receive supplemental allocations to be used as per their Single Plan for Student Achievement to address the needs of their student population, such as professional development, interventions, or additional materials. 2. Schools determine how to best utilize the additional position to address the needs of their student population.		$10,856,777 LCFF S/C $16,587,727 Title I
Scope of service:	Districtwide Grades: All		Scope of service:	Districtwide Grades: All	

_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
1.4.b. Supplemental School Allocations for Multiple Levels of Support—Title I Schools Schools provide for multiple levels of support, including differentiated instructional practices, to meet the needs of all learners. 1. Title I Allocation:Eligible schools receive supplemental Title I funds, proportionate to their numbers of low income students.Each school provides supplemental instructional services, supports, and interventions to increase student achievement.		$16,400,000 Title I	**1.4.b. Supplemental School Allocations for Multiple Levels of Support—Title I Schools** 1. Schools determine how to best utilize these supplemental funds to address the needs of their student population.		See Action 1.4.a.
Scope of service:	Title I Schools Grades: All		Scope of service:	Title I Schools Grades: All	
_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (At-risk students)			_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other(At-risk students)		

What changes in actions, services, and expenditures	Responses to each 2015-16 action and service were prepared by the individual departments and programs responsible for implementation. Based on the implementation of the actions and services to date, the modifications summarized below are proposed for 2016-17. Unless otherwise noted, the 2015-16 actions and services described in Goal 1 will continue unchanged in 2016-17 to allow sufficient time for review and evaluation of their effectiveness. • Goal 1.1.a.1: Second sentence was added, as it was determined that accessible data is necessary to successfully reach this goal. • Goal 1.1.a.4: Added in alignment with Vision 2020 to ensure all students have the opportunity to participate in rigorous academic programs. • Goal 1.2.b.7: Added implementation of Sobrato Early Academic Learning (SEAL) model to improve students' early learning language and literacy skills capacity. • Goal 1.3.b.6: Successful launch of the first innovation center in the 2015-16 school year informed the decision to continue opening innovation centers in the 2016-17 school year and beyond. • Goal 1.5: Supplemental Educational Services (SES) tutoring was eliminated. Alternative student supports will be offered. A Summer Bridging program for incoming Grade 9 students was added. Middle and high school students will receive reading support within the regular school day. • Goal 1.6: The district's successful partnership with the National Equity Project over the past two years informed the decision to continue and expand the work in 2016-17. • Goal 1.7.a.8: The results of the WestEd study will be used to improve Special Education services including staffing supports, service delivery, training, etc. • Goal 1.8: The development of an English Learner (EL) master plan was added to ensure a coherent pathway to college, career and community readiness for English Learners. • Goal 1.9: The development of a plan to encourage foster and homeless youth and their parents and guardians to participate as stakeholders in district-level initiatives, such as the LCAP, was added to ensure this student population has a voice. Explanation of Estimated to Actual Expense Variances: • Goal 1.5: Increase in estimated expenditures over budget is due to funding three full time equivalent (FTE) positions to improve health outcomes for pregnant and parenting adolescents and their children, with the expected outcomes of increasing the high school graduation rate, enhancing parenting skills, preventing child abuse, neglect and family violence, promoting youth development, and preventing second unplanned pregnancies. • Goal 1.10: Increase in estimated expenditures over budget is due to funding five full time equivalent (FTE) positions in the Youth Advocacy Dept. to strengthen support services for every student to graduate from high school prepared for college, career and community.

Original Goal from prior year LCAP:	**2. Access to a 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 and/or Local Priorities: X 1 X 2 _3 _4 X 5 _6 X 7 _8 Local:

Goal Applies to:	Schools:	All Grades: All
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	1. **Availability of standards aligned instructional materials -** Maintain at 100%. 2. **Completion of A-G course sequence with grades of C or higher –** Baseline (51%) + 10%. 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%). 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%. 5. Career Technical Education (CTE) course sequence completion (seniors passed 3 or more courses) – Baseline (29%) + 20%. 6. Digital environment availability – Maintain 100% of classrooms with available instructional technology. 7. Teacher Survey (i21) – Baseline (75%) + 10%. 8. Percentage of students earning D and F Grades. Baseline – 10% Grade Ds Fs 6 7.0 4.5 7 8.3 6.7	Actual Annual Measurable Outcomes:	1. **Availability of standards aligned instructional materials -** Maintain at 100%. ***100%*** 2. **Completion of A-G course sequence with grades of C or higher –** Baseline (51%) + 10%. ***53.6%*** 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%). ***75%*** 4. Increased enrollment and passage rates in advanced coursework (i.e., **AP**, IB, honors, and community college courses) – Participation Baseline (37%) + 10% ***39.2%***; Passing Baseline (57%) + 10% ***59.8%***. 5. Career Technical Education (CTE) course sequence completion (seniors passed 3 or more courses) – Baseline (29%) + 20%. 6. Digital environment availability – Maintain 100% of classrooms with available instructional technology. ***100%*** 7. Teacher Survey (i21) – Baseline (75%) + 10%. ***77.3%*** 8. Percentage of students earning D and F Grades. Baseline – 10% Grade Baseline 2015

	8	8.9	6.9		6	11.5	***11.5***
	9	8.2	15.4		7	15.0	***14.6***
	10	8.4	10.2		8	15.8	***16.3***
	11	7.5	6.9		9	23.6	***22.0***
	12	5.8	2.7		10	18.6	***18.6***
					11	14.4	***13.8***
					12	8.5	***7.6***
	9. Percentage of students earning a Seal of Biliteracy. Baseline (TBD) + 10%				9. Percentage of students earning a Seal of Biliteracy. Baseline = 5.2% + 10% **6.5%**		

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		**Estimated Actual Annual Expenditures**
2.1. Pathways to College and Career Readiness 1. Provide for coherent and well-articulated programs and course pathways within and across all grade levels. 2. Master schedules guarantee access to A-G courses leading to graduation and college/career readiness for all high school students and all student groups. 3. School staffs support students and families to plan and monitor courses to prepare them for graduation and post-graduation opportunities (e.g., 4- and 6-year plans, Naviance). 4. Develop a program for eighth graders that will provide a personalized college and career experience that helps them identify their strengths and interests in an effort to ensure that every	See Actions 1.2-3, 1.7-10, 2.2, 2.5	**2.1. Pathways to College and Career Readiness** 1. All middle and high school principals/counselors attended "unlocking the genius" strengths event. Pathways are aligned to high wage/high skill sectors in San Diego. All middle and high schools received high skill/high wage posters for their counseling offices. Career Technical Education (CTE) course sequences that span grades 9 through 12 are offered at every high school in 13 of the 15 industry sectors. In response to Workforce Partnership data, CTE pathways were expanded in five high priority industry sectors. Multiple CTE pathways are offered at medium to large high schools. Industry sector pathways are strategically placed at multiple school sites to provide access to high quality CTE programs for all students	See Actions 1.2 -3, 1.7-10, 2.2, 2.5

student has the opportunity to unlock their personal genius and enter high school with the beginning of a plan that will lead to post-secondary success and meaningful graduation. (See Actions 1.2-3, 1.7-10, 2.2, and 2.5)			districtwide. 2. Master schedule training was held for principals, site master schedules were developed in collaborative team sessions, and master schedule cohorting and site sequencing tools were developed. 3. Professional development was held for all secondary counselors, lead counselor meetings were held monthly, site collaboration between resource counselors and site counselors took place around UC 'a-g', and the use of Naviance and the strong and strength pilot was monitored by intervention counselors. The 21st Century Community Learning Center After School Safety and Enrichment for Teens (ASSET) grant provides funding for college and career exploration/readiness during after school programming at 12 high schools. A Summer 2015 College Bound program was held in which 131 students visited colleges to learn about applications and timelines for college admission, scholarships and financial aid, and writing personal statements. 4. The Middle School to High School Day event provided middle school students with a tour of local high schools to learn more about academy programs and CTE pathways. CTE high school teachers met with 8th grade students to discuss high wage, high demand and high skill industry sectors, providing for a fun and engaging experience. The strong and strength inventory for 8th and 10th grade students was implemented Spring 2016. Full roll-out is scheduled for Fall 2016. A writing partnership is being developed with Junior Achievement.		
Scope of service:	1: All Schools 2.3" Middle and Senior High Schools Grades: All		Scope of service:	1: All Schools 2,3: Middle and Senior High Schools Grades: All	

X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
2.2.a. Enriched and Enhanced Learning Opportunities 1. 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).		$28,300,000 LCFF Base $18,700,000 LCFF S/C $1,500,000 Title I	**2.2.a. Enriched and Enhanced Learning Opportunities** 1. The district's work with Equal Opportunity Schools (EOS) resulted in 15 high schools engaging in efforts to increase enrollment/access to Advanced Placement (AP), International Baccalaureate (IB), and college coursework. Dual college enrollment has expanded to include the community college system, Point Loma Nazarene University (PLNU) and University of California San Diego (UCSD) Extension courses. Master schedules, transcript checks, site sequencing plans, UC 'a-g' monitoring, Naviance implementation and the piloting of the strong and strength "unlocking the genius" inventory have been completed.		$26,043,468 LCFF Base $17,303,625 LCFF S/C $1,396,588 Title I
Scope of service:	Districtwide Grades: All		Scope of service:	Districtwide Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

2.2.b. Enriched and Enhanced Learning Opportunities 1. 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). 2. Provide for coherent enhanced/extended learning opportunities including:Linked Learning, Career and Technical Education (CCTE), Junior Reserve Officer Training Corp (JROTC), Gifted and Talented Education (GATE), Advanced Placement (AP), International Baccalaureate (IB), biliteracy, dual language, and world language programs, Visual and Performing Arts (VAPA), Instrumental Music, Advancement Via Individual Determination (AVID), Science Technology Engineering Arts Math (STEM/STEAM), Physical Education (PE), Athletics, and outdoor learning opportunities. 3. Develop Ethnic Studies courses that meet A-G history requirement.Begin by partnering with the San Diego Community College District to provide courses.	See Action 2.2.a.	**2.2.b. Enriched and Enhanced Learning Opportunities** 1. The district's work with Equal Opportunity Schools (EOS) resulted in 15 high schools engaging in efforts to increase enrollment/access to Advanced Placement (AP), International Baccalaureate (IB), and college coursework. Dual college enrollment has expanded to include the community college system, Point Loma Nazarene University (PLNU) and University of California San Diego (UCSD) Extension courses. Master schedules, transcript checks, site sequencing plans, UC 'a-g' monitoring, Naviance implementation and the piloting of the strong and strength "unlocking the genius" inventory have been completed. 2. An online portal was launched to help students identify and link to an internship related to the Career Technical Education (CTE) course of study. Articulation agreements are in place for CTE and community college courses to provide weighted courses along with college credits. Enhanced CTE learning opportunities include Teen Iron Chef/Prostart Competition for culinary programs, video competitions for media programs, First Robotics competition for Engineering programs, and the year-end College, Career and Technical Education (CCTE) Showcase. Extended learning opportunities are provided through Career and Technical Student Organizations (CTSO), internships, job shadows and CTE clubs. A wall-to-wall linked learning site opened at Clairemont High School, and the process of linked learning pathway redesign is beginning at San Diego High School. Additional CTE courses now meet UC 'a-g' and articulate to college credits. Current plans are underway to add five Project Lead the Way (PLTW) middle schools and expansion of PLTW pathways in high schools. A Think-A-Bit Lab opened at Lewis Middle School. A Science, Technology, Engineering and Math (STEM) PLTW Camp is	See Action 2.2.a.

			planned for Summer 2016. Physical education is as a part of a well-balanced curriculum and is mandated by the State of California as a graduation requirement. Enhanced Physical Education services included free swimming programs around the district, "bridge to beach" programs for students and a Junior Lifeguard program. These activities are expected to result in more district students learning to swim, receiving scholarships for summer programs, becoming interns and transitioning into the workforce. Interscholastic athletics program enhancements for the 2016-17 school year will include providing support for lacrosse teams, implementing a Take Charge Program with the San Diego Chargers to provide students with an opportunity for extended learning while promoting community service, and participating in the national Letter of Intent Signing Day. 3. The *Introduction to Ethnic Studies: A Pathway to Social Justice* course has been developed and submitted for approval to the district's Interdivisional Curriculum Committee and the University of California Office of the President for approval as a Grade 9 'a-g' history elective course, which upon approval, will be piloted at Lincoln and Serra High Schools. Resources and materials for the course have been identified. Teacher training is scheduled for the week of August 15, 2016. Review of current course offerings is scheduled to begin in Fall 2016. San Diego Community College District (SDCCD) ethnic studies courses were offered at Kearny and Lincoln High Schools.		
Scope of service:	Districtwide Grades: All		Scope of service:	Districtwide Grades: All	

_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
2.2.c. Enriched and Enhanced Learning Opportunities—Groups, Local 1. 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). 2. Provide for coherent enhanced/extended learning opportunities including:Linked Learning, Career and Technical Education (CCTE), Junior Reserve Officer Training Corp (JROTC), Gifted and Talented Education (GATE), Advanced Placement (AP), International Baccalaureate (IB), biliteracy, dual language, and world language programs, Visual and Performing Arts (VAPA), Instrumental Music, Advancement Via Individual Determination (AVID), Science Technology Engineering Arts Math (STEM/STEAM), Physical Education (PE), Athletics, and outdoor learning opportunities. 3. Develop Ethnic Studies courses that meet A-G history requirement.Begin by partnering with the San Diego Community College District to provide courses. 4. Develop a plan to clarify, update, and improve the district GATE program.	See Action 2.2.a.	**2.2.c. Enriched and Enhanced Learning Opportunities—Groups, Local** 1. The district's work with Equal Opportunity Schools (EOS) resulted in 15 high schools engaging in efforts to increase enrollment/access to Advanced Placement (AP), International Baccalaureate (IB), and college coursework. Dual college enrollment has expanded to include the community college system, Point Loma Nazarene University (PLNU) and University of California San Diego (UCSD) Extension courses. Master schedules, transcript checks, site sequencing plans, UC 'a-g' monitoring, Naviance implementation and the piloting of the strong and strength unlocking the genius implementation have been completed. 2. An online portal was launched to help students identify and link to an internship related to the Career Technical Education (CTE) course of study. Articulation agreements are in place for CTE and community college courses to provide weighted courses along with college credits. Enhanced CTE learning opportunities include Teen Iron Chef/Prostart Competition for culinary programs, video competitions for media programs, First Robotics competition for Engineering programs, and the year-end College, Career and Technical Education (CCTE) Showcase. Extended learning opportunities are provided through Career and Technical Student Organizations (CTSO), internships, job shadows and CTE clubs.	See Action 2.2.a.

A wall-to-wall linked learning site opened at Clairemont High School, and the process of linked learning pathway redesign is beginning at San Diego High School. Additional CTE courses now meet UC 'a-g' and articulate to college credits. Current plans are underway to add five Project Lead the Way (PLTW) middle schools and expansion of PLTW pathways in high schools. A Think-A-Bit Lab opened at Lewis Middle School. A Science, Technology, Engineering and Math (STEM) PLTW Camp is planned for Summer 2016.

3. The *Introduction to Ethnic Studies: A Pathway to Social Justice* course has been developed and submitted for approval to the district's Interdivisional Curriculum Committee and the University of California Office of the President for approval as a Grade 9 'a-g' history elective course, which upon approval, will be piloted at Lincoln and Serra High Schools. Resources and materials for the course have been identified. Teacher training is scheduled for the week of August 15, 2016. Review of current course offerings is scheduled to begin in Fall 2016. San Diego Community College District (SDCCD) ethnic studies courses were offered at Kearny and Lincoln High Schools.

4. During the 2015-16 school year, the Gifted and Talented Education (GATE) Dept. worked to advance the development of gifted and talented programs, opportunities, and practices through development of a comprehensive plan aligned with the district’s vision and goals. Using eight components aligned to current state GATE guidelines, (program design, identification, curriculum and instruction, social and emotional development, professional development, parent and community involvement, and program assessment and budget) the GATE Dept. identified actionable and measurable goals. The GATE Dept. worked to increase access to GATE seminar classes/pathways throughout every high school cluster. Additional professional development

			opportunities were offered in conjunction with San Diego State University. The development and work with the multiple matrix and new assessment tool ensured equity for identification. The GATE department also collaborated with school sites to support their students, families, and staff.		
Scope of service:	Districtwide Grades: All		Scope of service:	Districtwide Grades: All	
_ All ---------- _ Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless X Other (Gifted and Talented)			_ All ---------- _ Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless X Other(Gifted and Talented students)		
2.3.a. Aligned District Course of Study and Curriculum—All 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/California State University (UC/CSU) A-G requirements.		$700,000 LCFF Base $200,000 LCFF S/C	**2.3.a. Aligned District Course of Study and Curriculum—All** 1. A complete overhaul of TK-12 Course of Study is in process. Every curriculum department is currently working on revisions to the TK-12 Course of Study to align course descriptions, materials and course pathways with standards and UC 'a-g' requirements.		$2,069,610 LCFF Base $198,932 LCFF S/C
Scope of service:	All Schools Grades: All		Scope of service:	All Schools Grades: All	

X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
2.3.b. Aligned District Course of Study and Curriculum 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 acquire or develop, and implement curriculum, educational collections, and resources that provide programs and services that are inclusive of the needs of all students in the community they serve.	See Action 2.3.a.	**2.3.b. Aligned District Course of Study and Curriculum** 1. The addition of four new content resource teachers has provided ongoing development and re-development of curriculum in Math, Science (Next Generation Science Standards [NGSS]) and Social Studies. Education Technology resource teachers regularly join "Green Team" school visits and collaborate with Common Core resource teachers to develop lessons based on recommendations from the team. Educational Technology resource teachers recommend digital tools based on learning objectives. These resources include accessibility tools which allow for variances in learning styles among students. Staff from Integrated Technology Support Services (ITSS), Teaching and Learning, and Assessment meet regularly to identify areas of need and how the three departments can work together to effectively support teaching and learning. Professional development sessions have been provided as a part of the monthly capacity builder sessions for middle and high school teachers. Curriculum maps are in the process of being refined and reformatted for all Career Technical Education (CTE) courses to provide greater standardization across the district. Moodle courses have been	See Action 2.3.a.

			developed for AP Computer Science Principles and Introduction to Coding. Standardized online CTE curriculum and resources have been prepared (e.g., LMS System, My Big Campus, Google classroom) and digital/online training and inservices have been provided to all CTE teachers. Classroom teachers have received professional development in Google classroom. Best practices workshops were conducted with all CTE teachers. End-of-course exams have been developed for all articulated courses. 2. In order to support our students with IEPs, Lucy Calkins writing units were purchased. The purchase allows special education teachers to provide their students with the same common core curriculum as general education students.		
Scope of service:	Districtwide Grades: All		Scope of service:	Districtwide Grades: All	
_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless X Other (Gifted and Talented)			_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless X Other(Gifted and Talented students)		

2.4.a. Instructional Resources and Materials—All 1. Identify and provide standards-aligned instructional materials and resources.		$1,700,000 LCFF Base $3,500,000 LCFF S/C $3,700,000 Lottery: Instructional Materials	**2.4.a. Instructional Resources and Materials—All** 1. enVision common core math materials for grades K-5 have been purchased. The math materials along with district-created concept units will provide a more robust elementary math program in 2016-17. Lucy Calkins writing units were purchased and have been in use in elementary classrooms during the 2015-16 school year. Thirty-seven elementary schools have piloted the Lucy Calkins writing units for the 2015-16 school year. An additional 11 schools will join the pilot for the 2016-17 school year. The reading and writing units are common core aligned.		$1,647,222 LCFF Base $3,426,413 LCFF S/C $3,655,238 Lottery: Instructional Materials
Scope of service:	All Schools Grades: All		Scope of service:	All Schools Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
2.4.b. 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. Provide increased access to school libraries 3. Provide increased access to online libraries, available anytime, and community libraries through partnerships 4. Digital Tools – increase/expand 1-to-1 access for		See Action 2.4.a.	**2.4.b. Instructional Resources and Materials—Groups** 1. During the 2015-16 school year, both Year 2 and Year 3 student and teacher devices are being refreshed. The new devices chosen by the Technology Advisory Committee are Lenovo IIe Chromebooks. Chromebooks offer many advantages to other types of devices such as ease of use and ease of deployment.		See Action 2.4.a.

digital tools 5. Provide online and blended learning opportunities – both for students and staff.		2. One day per site minimum access was continued. 3. Destiny, NBC Learn, and Safari Montage are the district's digital content libraries. These libraries contain high quality resources that are used extensively by classroom teachers and students. The up-to-date and engaging content is available any time and any place with an Internet connection. 4. The 1:1 device take-home program has been expanded to 36 additional schools. Administrators and teachers will receive ongoing professional development as they explore ways of implementing blended learning opportunities for their students. With at-home Internet access and downloaded instructional activities, students will have greater access to digital tools. 5. The 1:1 device take-home program has been expanded to 36 additional schools. Administrators and teachers will receive ongoing professional development as they explore ways of implementing blended learning opportunities for their students. With at-home Internet access and downloaded instructional activities, students will have greater access to digital tools. Moodle courses were developed in AP Computer Science Principles for all high schools, Introduction to Coding for middle schools, and Computer Science Teaching resources for use in all computing classes. A project to develop training for teachers in how to teach writing for the AP Computer Science Principles, Explore and Performance Task is being developed with the University of California San Diego (UCSD) Center for Research on Educational Equity, Assessment and Teaching Equity (CREATE). An Audit Syllabus for AP Computer Science Principles is in development. Blended learning is offered for Career Technical Education (CTE) online courses.	

Scope of service:	Districtwide Grades: All		Scope of service:	Districtwide Grades: All	
_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
2.4.c. Instructional Resources & Materials—Culture 1. Provide culturally relevant instructional materials (e.g. mentor texts for writer's workshop).		See Action 2.4.a.	**2.4.c. Instructional Resources & Materials—Culture** 1. Each teacher received a set of culturally relevant texts to use with writer's workshop.		See Action 2.4.a.
Scope of service:	Districtwide Grades: All		Scope of service:	Districtwide Grades: All	
_ All ---------- _ Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners X Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ---------- _ Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners X Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
2.5. Additional Support for English Learners 1. Provide, refine, and monitor English Learner course placement and pathways, K-12. 2. Ensure well-articulated EL programs that include access to advanced courses and learning		$6,600,000 LCFF S/C	**2.5. Additional Support for English Learners** 1. Master schedule development was supported at each site. 2. Master schedule development was supported at		$6,916,126 LCFF Base

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,(See Action 2.2) 4. Expand Academic Language Development (ALD) course to more middle and high schools with LTELs. 5. Elementary sites provide both designated English Language Development ELD) as well as integrated ELD – instruction that is integrated and expands and extends academic language development across the school day. 6. Align the district's secondary ESL curriculum to the new CA ELD Standards and the CA ELA/ELD Framework 7. Identify and provide standards-aligned instructional materials and resources, including materials and resources for biliteracy and dual language programs. (See Action 1.8)		each site. The Interdivisional Curriculum Committee (ICC) analyzes and refines course offerings. 3. Collaboration between the Office of Language Acquisition (OLA) and the Facilities Planning and Design Dept. is resulting in alignment of elementary-middle-high school language pathways to support biliteracy. 4. Collaboration is occurring between the Office of Language Acquisition (OLA) and sites to expand language support for English Learners (EL) with courses such as Academic Language Development (ALD) and provide teachers with professional development. 5. English Learner Support Teachers (ELST) provide site supports in lesson and unit design for the teaching of designated and/or integrated English Language Development (ELD). 6. This work is beginning through master schedule conversations with principals. 7. In the 2015-16 school year efforts to encourage the use of ALD courses using English 3D materials for middle and high schools, the K-1 Estrellita program to support phonics for dual language schools, and a Spanish version (EDL) of the Developmental Reading Assessment (DRA) to monitor reading progress continued. Other materials piloted during the 2015-16 school year included lingual learning for intensive language supports at the elementary level and international students. For the 2016-17 school year, the Office of Language Acquisition (OLA) will be piloting the Sobrato Early Academic Language (SEAL), a comprehensive Pre-K-3 program at select schools.	

Scope of service:	All Schools Grades: All		Scope of service:	All Schools Grades: All	
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2.6. Instructional Programs and Services for Students with Disabilities 1. Provide for quality, appropriate educational programs, services, and supports to ensure access to a broad and challenging curriculum for students with disabilities. (See Action 1.7)		See Action 1.7.	**2.6. Instructional Programs and Services for Students with Disabilities** 1. Side by side coaching on site walk-throughs was conducted with a group of special education teachers across schools. Specific professional development customized to individual school needs included developing quality Individualized Education Plans (IEP), maximizing resources through student scheduling and services, Universal Design for Learning (UDL), beginnings of lesson design, and the use of authentic assessments to determine meaningful present levels of performance and goals on student IEPs. Specific site plans prioritizing the principal's focus were created and implemented. Site teams were supported in the development and implementation of Response to Instruction and Intervention (RtII). Professional development and on-site coaching was held on the comprehensive evaluation process for English Learners (EL) which provides procedures for district staff to ensure appropriate referrals, evaluations, identification for services, and appropriate IEP supports. The Extended School Year (ESY) provides the opportunity to ensure students with significant disabilities do not regress on the specific skills and goals obtained throughout the year. Training will be provided on balanced literacy approaches for teaches who instruct students with disabilities across learning environments.		See Action 1.7.a.
Scope of service:	Districtwide Grades: All		Scope of service:	Districtwide Grades: All	

_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other		_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _Other

What changes in actions, services, and expenditures	Responses to each 2015-16 action and service were prepared by the individual departments and programs responsible for implementation. Based on the implementation of the actions and services to date, the modifications summarized below are proposed for 2016-17. Unless otherwise noted, the 2015-16 actions and services described in Goal 2 will continue unchanged in 2016-17 to allow sufficient time for review and evaluation of their effectiveness. • Goal 2.1.4: The plan to promote agency in all Grade 8 and 10 students is described in detail. • Goal 2.2.5 and 2.2.6: Expansion of supports for Visual and Performing Arts (VAPA) are provided. • Goal 2.6: Supports for students with disabilities are expanded upon.

Original Goal from prior year LCAP:	**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 and/or Local Priorities: X 1 X 2 _3 X 4 _5 X 6 _7 _8 Local:
Goal Applies to:	Schools:	All Grades: All	
	Applicable Pupil Subgroups:	All	

Expected Annual Measurable Outcomes:	1. **Percentage of fully credentialed teachers.** Baseline (95.6%) + 10% of (100 - baseline) 2. **Rate of teacher miss-assignments** - Maintain at 0%. 3. Leadership development opportunities for certificated and classified leadership cadres - Baseline to be developed in 2016-17. 4. Site generated annual Professional Development Plans – Percent completed. Maintain at 100%	Actual Annual Measurable Outcomes:	1. **Percentage of fully credentialed teachers.** Baseline (95.6%) + 10% of (100 - baseline) ***100%*** (Note: *HR is in the process of completing an audit with the San Diego County Office of Education and will have this data when the audit is complete.)* 2. **Rate of teacher miss-assignments** - Maintain at 0%. (Note: *HR is in the process of completing an audit with the San Diego County Office of Education and will have this data when the audit is complete.)* 3. Leadership development opportunities for certificated and classified leadership cadres - Baseline to be developed in 2016-17. 4. Site generated annual Professional Development Plans – Percent completed. Maintain at 100% ***100%***

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		**Estimated Actual Annual Expenditures**
3.1.a. Acquire, Develop, and Retain Classroom Teachers, Certificated Support Personnel, and Site Administrators 1. Expand the size, stability, diversity, and quality of the teacher applicant pool through improved outreach and support for multiple pathways into teaching. ◦ Explore options to recruit early, broaden recruitment venues, and craft a compelling message about incentives and opportunities ◦ Strengthen partnerships with existing university-based teacher preparers and organizations that foster teacher development among students from diverse backgrounds 2. Ensure that the best candidates are identified and offered positions in timely fashion through more	$477,600,000 LCFF Base	**3.1.a. Acquire, Develop, and Retain Classroom Teachers, Certificated Support Personnel, and Site Administrators** 1. The district focused on improving partnerships with local universities by establishing a direct contact to each of the educational programs in the local area. This has resulted in a number of special hiring events for graduating students from these programs. The redesign of the district webpage and Human Resource Services website is the first step in the improved marketing of education as a profession. The district continues to improve partnerships with the military to recruit retired/transitioning service members and spouses into education. In addition, the district has publicized the scholarship opportunities offered by the San Diego Education	$482,406,087 LCFF Base

streamlined and focused hiring practices. 3. Build early interest in, and capacity for, teaching by strengthening existing Pre-Collegiate programs. 4. Regularly monitor potential barriers to initial and continued employment 5. Evaluate the strength of the teacher pipeline. ◦ Determine, monitor, and analyze data to determine needs for all stages and programs in pipeline ◦ Identify data tools and collection responsibilities ◦ Collaborate with outside partners as input and analysis indicates ◦ Disseminate and use data to improvement efforts 6. Develop or identify an appropriate metric to measure quality teaching (such as a Quality Teaching Continuum).		Fund, a non-profit organization dedicated to providing funding and mentoring support to graduating district seniors who intend to teach or work in the field of Science, Technology, Engineering and Math (STEM). 2. The district has offered early employment contracts for teachers and other certificated staff. Hiring practices have been improved through the implementation of a new application management system and internal processing procedures. 3. Classroom teachers and short-term visiting teachers were recruited and hired in a timely manner to effectively prepare for anticipated vacancies. Teachers were properly assigned and supported across the district and across all grades and subjects. The Teacher Pipeline Task Force convened over the year to implement recommendations related to teacher acquisition (including attracting and recruiting diverse candidates), development and support, retention, and evaluation. District representatives met with partner universities to foster teacher development among students from diverse backgrounds and collaborate to develop student teachers and interns. The Teacher Preparation and Support Department actively recruited future teachers from current high school students and classified staff members. 4. The district will continue to collect data in this area. 5. The Teacher Advisory Committee was convened during the 2015-16 school year to develop the process to monitor the teacher Pipeline based on the 2014 Teacher Pipeline Task Force Report. This work will continue in 2016-17. 6. This action is being reviewed and will be revised in 2016-17 strategic planning.	

Scope of service:	All Schools Grades: All		Scope of service:	All Schools Grades: All	
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3.1.a. Acquire, Develop, and Retain Classroom Teachers, Certificated Support Personnel, and Site Administrators 1. Expand the size, stability, diversity, and quality of the teacher applicant pool through improved outreach and support for multiple pathways into teaching. ◦ Explore options to recruit early, broaden recruitment venues, and craft a compelling message about incentives and opportunities ◦ Strengthen partnerships with existing university-based teacher preparers and organizations that foster teacher development among students from diverse backgrounds 2. Evaluate the strength of the teacher pipeline. ◦ Determine, monitor, and analyze data to determine needs for all stages and programs in pipeline ◦ Identify data tools and collection responsibilities ◦ Collaborate with outside partners as input and analysis indicates ◦ Disseminate and use data to improvement efforts		See Action 3.1.a.	**3.1.b. Acquire, Develop, and Retain Classroom Teachers, Certificated Support Personnel, and Site Administrators** 1. The district focused on improving partnerships with local universities by establishing a direct contact to each of the educational programs in the local area. This has resulted in a number of special hiring events for graduating students from these programs. The redesign of the district webpage and Human Resource Services website is the first step in the improved marketing of education as a profession. The district continues to improve partnerships with the military to recruit retired/transitioning service members and spouses into education. In addition, the district has publicized the scholarship opportunities offered by the San Diego Education Fund, a non-profit organization dedicated to providing funding and mentoring support to graduating district seniors who intend to teach or work in the field of Science, Technology, Engineering and Math (STEM). 2. The Teacher Advisory Committee was convened during the 2015-16 school year to develop the process to monitor the teacher Pipeline based on the 2014 Teacher Pipeline Task Force Report. This work will continue in 2016-17.		See Action 3.1.a.
Scope of service:	Districtwide Grades: All		Scope of service:	Districtwide Grades: All	

_ All ---------- _ Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other		_ All ---------- _ Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _Other	
3.2.a. Develop Capacity of Beginning Teachers and Teachers in Need of Support 1. Provide Beginning Teacher Support and Assessment (BTSA) program. 2. Provide Peer Assistance and Review (PAR) 3. Collaborate and partner with universities to develop teachers, including interns and student teachers.	$1,500,000 LCFF S/C $893,000 Title II	**3.2.a. Develop Capacity of Beginning Teachers and Teachers in Need of Support** 1. The district provided a Commission on Teacher Credentialing (CTC) accredited Beginning Teacher Support and Assessment (BTSA) induction program to over 350 participating teachers. 2. The Peer Assistance and Review (PAR) program assisted teachers in need of support. Program success was evaluated by multiple measures including surveys and completion rates. 3. Classroom teachers and short-term visiting teachers were recruited and hired in a timely manner to effectively prepare for anticipated vacancies. Teachers were properly assigned and supported across the district and across all grades and subjects. The Teacher Pipeline Task Force convened over the year to implement recommendations related to teacher acquisition (including attracting and recruiting diverse candidates), development and support, retention, and evaluation. District representatives met with partner universities to foster teacher development among students from diverse backgrounds and collaborate to develop student teachers and interns. The Teacher Preparation and Support Department actively recruited future teachers from current high schools student and classified staff members.	$2,204,823 LCFF S/C $988,362 Title II *(See Goal 3 Summary Box for explanation of variance)*

Scope of service:	All Schools Grades: All		Scope of service:	All Schools Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
3.2.b. Develop Capacity of Beginning Teachers and Teachers in Need of Support 1. Provide district support for beginning teachers and interns, and peer assistance to effectively teach diverse student groups.		See Action 3.2.a.	**3.2.b. Develop Capacity of Beginning Teachers and Teachers in Need of Support** 1. District support for beginning teachers, interns, and peer assistance was provided that included a focus on effective instructional practices for English Learners (EL), students with disabilities, and underperforming students. This professional learning, coaching and support is aligned to state and teacher credentialing standards and best practices.		See Action 3.2.a.
Scope of service:	Districtwide Grades: All		Scope of service:	Districtwide Grades: All	
_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless X Other (Gifted and Talented)			_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless X Other(Gifted and Talented students)		

3.3.a District Systems to Develop Instructional Capacity 1. Provide systems of support at the school and district level to enhance instructional practices, professional learning, attendance, and success		$100,000 LCFF Base $2,500,000 Title II	**3.3.a. District Systems to Develop Instructional Capacity** 1. The resource library (RELY) was created during the 2015-16 school year. RELY is an online professional development system created by district staff to support teachers and principals with their instructional practice. Many modules have been created and are currently available online to district staff including NGSS science, collaborative conversations and elementary and secondary math. New modules are added to RELY weekly. Since RELY is web-based it can be accessed at any time, anywhere.		$138,292 LCFF Base $2,549,580 Title II
Scope of service:	All Schools Grades: All		Scope of service:	All Schools Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

3.3.b. District Systems to Develop Instructional Capacity 1. Support site-based professional learning through Professional Learning Communities (PLCs). 2. Provide cluster-level support and learning opportunities through common core cluster support teachers, English learner support teachers, and other district staff.		See Action 3.3.a.	**3.3.b. District Systems to Develop Instructional Capacity** 1. Each school site will receive funds from the Educator Effectiveness Grant for the 2015-16, 2016-17, and 2017-18 school years. These funds can only be used to provide professional development opportunities for certificated staff. Each school site is using the funds to support Professional Learning Communities (PLC) to enhance teaching and learning in the classroom. 2. The newly created "Green Team" is a group of in-house experts in the fields of common core, English language development, special education, counseling, and technology. The purpose of the "Green Team" is to provide support for each area superintendent and their school sites. Members of the "Green Team" are deployed to school sites that need support in a specific area. The area superintendents determine where members of the "Green Team" are most needed to support their schools.		See Action 3.3.a.
Scope of service:	Districtwide Grades: All		Scope of service:	Districtwide Grades: All	
_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _Other		

3.4.a. Develop Leadership Capacity—All 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). 2. Develop or identify an appropriate metric to measure quality leadership (such as a Quality Leadership Continuum).		$700,000 LCFF Base $1,200,000 LCFF S/C	**3.4.a. Develop Leadership Capacity—All** 1. Each school leader developed a comprehensive Professional Development Plan designed to build teacher capacity in the area of focus. Area superintendents reviewed the plans and provided support as needed. 2. This tool is continuing to be developed and discussed with the Instructional Cabinet.		$715,610 LCFF Base $1,572,636 LCFF S/C *(See Goal 3 Summary Box for explanation of variance)*
Scope of service:	All Schools Grades: All		Scope of service:	All Schools Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

3.4.b. Develop Leadership Capacity—Groups 1. School leaders participate in regular Professional Learning Communities to plan, design lessons, examine student data, and engage in collaborative learning structures and processes. 2. Supports are provided at multiple levels of leadership to foster positive and collaborative student and staff relationships, positive school climate, and students' academic success.		See Action 3.4.a.	**3.4.b. Develop Leadership Capacity—Groups** 1. Principals at the elementary level have been grouped in Professional Learning Communities (PLC) to continue their learning from the principal institutes. The groups bring similar school sites together, for example one common group of elementary principals would be those with an International Baccalaureate (IB) program. Principals also join their school site PLCs to assist teachers in designing lessons and reviewing student data. 2. Professional development was provided to all principals, vice principals, and central office managers with a focus on the four learning cycles. The vice principals received two professional development sessions provided by the Association of California School Administrators (ACSA) as well as four professional development sessions provided by San Diego State University's Department of Educational Leadership. The professional development sessions will continue in the 2016-17 school year.		See Action 3.4.a.
Scope of service:	Districtwide Grades: All		Scope of service:	Districtwide Grades: All	
_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _Other		

3.5.a. Professional Development – Standards, Instruction, and Support—All 1. Provide relevant professional learning for all support staff to build capacity to efficiently and effectively perform their duties to support student learning. (See Action 4.5, 4.7)		$700,000 LCFF Base $2,200,000 Title I $2,100,000 Title II	**3.5.a. Professional Development – Standards, Instruction, and Support—All** 1. Professional development was provided to all principals, vice principals, and central office managers with a focus on the four learning cycles. The vice principals received two professional development sessions provided by the Association of California School Administrators (ACSA) as well as four professional development sessions provided by San Diego State University's Department of Educational Leadership. The professional development sessions will continue in the 2016-17 school year. During the 2016-17 school year, paraprofessionals will receive professional development to help them assist in integrating the classroom curriculum with the general education teacher.		$1,360,808 LCFF Base $1,177,068 Title I $1,838,164 Title II
Scope of service:	All Schools Grades: All		Scope of service:	All Schools Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
3.5.b. Professional Development – Standards, Instruction, and Support—Groups 1. Schools develop, monitor, and refine a Site Professional Development Plan with a clear emphasis on the successful implementation of the common core and ELD state standards and high levels of student achievement.		See Action 3.5.a.	**3.5.b. Professional Development – Standards, Instruction, and Support—Groups** 1. Each school leader developed a comprehensive professional development plan designed to build teacher capacity in the site's area of focus. Area superintendents reviewed the professional development plans and provided support as		See Action 3.5.a.

2. Common core cluster support teachers, English learner support teachers, and EL resource teachers collaborate and work alongside principals, teachers, and school staffs to build capacity around student-centered practices and state common core, content, and ELD Standards. (See Action 3.3)
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.
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. (See Action 1.2)
5. The Special Education Department, the Office of Leadership and Learning, the High School Resources Office, the Office of Language Acquisition, and area superintendents collaborate to support schools in providing quality professional learning and instructional support for students with disabilities and English Learners. (See Actions 1.7 -8)
6. Provide supports and training for special and general education teachers and support staffs that teach and support students with special needs, including students with disabilities, English learners, and gifted and talented students.
7. Provide professional development on laws and topics pertaining to foster youth (e.g., AB 490, graduation requirements, trauma informed care resources). (See Action 4.3)
8. Provide district staff with needed information, resources, and services to support the education of foster youth. (See Action 4.3)
9. Develop or identify an appropriate metric to measure quality professional learning (such as a Quality Professional Learning for All Continuum).

needed.

2. Common Core Support Teachers (CCST), English Learner Support Teachers (ELST), and Office of Language Acquisition (OLA) resource teachers collaborated in planning strategic scaffolds for English Learners (EL) using the Lucy Calkins Writing Units and other content areas in alignment with California Common Core State Standards (CCSS) and English Language Development (ELD) standards.

3. Educational Technology resource teachers regularly join "Green Team" school visits, and collaborate with Common Core resource teachers to develop lessons based on recommendations from the team. Educational Technology resource teachers recommend digital tools based on learning objectives. These resources include accessibility tools which allow for variances in learning styles among students.

The Office of Language Acquisition (OLA) provided site support with ELD standards, and is planning collaborative professional development opportunities with Integrated Technology Support Services (ITSS) for the 2016-17 school year.

4. The Office of Leadership and Learning provided 17 professional development opportunities for TK-Grade 2 teachers in 2015-16. The titles of the professional development sessions included: Revisiting Running Records, Balanced Literacy in the Age of Common Core, Making Sense of DRA-2, Smarter Assessment in TK-K, Starting the Year off Right, and Foundation Skills - Maintaining the Focus on Meaning. The professional development opportunities for early learning teachers will expand in 2016-17.

5. and 6. Instructional cabinet members participated in the Panasonic Foundation's Leadership Associates Program (LAP) in April 2016 to identify and discuss priorities and next steps such as quality

Tier 1, establishing and participation in building quality Individualized Education Plans (IEP), and building leadership capacity and professional development on serving our students with excellence.

7. and 8. The plan for 2016-17 is to create and offer trainings on laws pertaining to youth in transition. Funding for substitutes will be provided to ensure key staff are available to attend the trainings and implement learning at their school sites. The Children and Youth in Transition (CYT) Dept. has provided professional development to 454 school and central office staff on laws pertaining to youth in transition (i.e., AB 490, McKinney-Vento, modified graduation requirements) and best practices. The CYT Dept. has provided training to 620 district staff on trauma informed care, including individualized school and department trainings at Carson and Ross Elementary Schools, Montgomery Middle School, Hoover, Lincoln, and Twain High Schools, the Home/Hospital program, School Police Services, school counselors, and the Mental Health Resource Center (MHRC) staff. The CYT Dept. is working with school sites that wish to become trauma informed sites, and is developing training for the 2016-17 school year. The CYT Dept. is working with local organizations such as San Diego Youth Services and Survivors of Torture for training focused on trauma informed care for various student populations.

The CYT Dept. is in the process of updating its website to serve as a tool for sites to obtain relevant and current information on youth in transition. The goal is to offer webinars, professional development, and training materials. The CYT Dept. has provided professional development to 454 school and central office staff on laws pertaining to youth in transition (i.e., foster, homeless, military dependents, refugee and probation) and best practices. The training included foster youth laws (AB 490), probation laws (SB 2276), homeless laws (McKinney-Vento) and

			the military/interstate compact. Fact sheets were developed and provided to district staff on these laws, how to obtain more information and the proper identification of youth in transition. Training on refugee students and cultural proficiency was provided to staff in the Crawford and Hoover Clusters. Secondary counselors and district lead counselors received training on graduation requirements for youth identified as foster, homeless, and military. The CYT Dept. resource teachers provided support to school sites in the enrollment and education of youth in transition, including unaccompanied homeless youth, fact sheets, and community resources.		
Scope of service:	Districtwide Grades: All		Scope of service:	Districtwide Grades: All	
_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _Other		

What changes in actions, services, and expenditures	Responses to each 2015-16 action and service were prepared by the individual departments and programs responsible for implementation. Based on the implementation of the actions and services to date, the modifications summarized below are proposed for 2016-17. Unless otherwise noted, the 2015-16 actions and services described in Goal 3 will continue unchanged in 2016-17 to allow sufficient time for review and evaluation of their effectiveness. • Goal 3.1: Proposed actions to support the implementation of the Teacher Pipeline Taskforce recommendations are described in greater detail. • Goal 3.3: Proposed systems of support are described in greater detail. • Goal 3.4.5: Productive collaboration with the San Diego Education Association (SDEA) resulted in the development of a professional growth system to be piloted in 2016-17. • Goal 3.5.3: Successful preliminary work on the RELY online resource library resulted in the ability to fully implement this service beginning in 2016-17. • Goal 3.5.7: Plans for an integrated system of supports for students with disabilities and English Learners (EL) are described in detail. • Goals 3.5.8, 3.5.9, and 3.5.10: Increased teacher and administrator professional development opportunities are planned for 2016-17. Explanation of Estimated to Actual Expense Variances: • Goal 3.2: Increase in estimated expenditures over budget is due to funding five full time equivalent (FTE) positions in the Teacher Preparation and Support Dept. to provide additional supports to new teachers at high need schools, with the goal of increasing new teacher quality and decreasing new teacher turnover. • Goal 3.4: Increase in estimated expenditures over budget is due to funding 2.6 full time equivalent (FTE) positions in the Office of Leadership and Learning to provide increased support services that lead to improved teaching and learning in the classroom.

Original Goal from prior year LCAP:	**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/or Local Priorities: X 1 _2 _3 _4 X 5 X 6 _7 _8 Local:
Goal Applies to:	Schools:	All Grades: All	
	Applicable Pupil Subgroups:	All	

Expected Annual Measurable Outcomes:	1. **School Climate Survey** - Establish criteria and baselines for various constructs (e.g., safety from available school climate surveys. 2. **Suspension Rates** – Baseline (5.6%) - 10%. 3. **Number of Expulsions** – Baseline (107) - 10%. 4. **Student attendance rates** – Baseline (95.83%) + .25. 5. **Chronic absentee rates** – Baseline (10.24%) - 10%. 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%	Actual Annual Measurable Outcomes:	1. **School Climate Survey** - **Safety** Baselines: Gr. 7 = 65% ***64%***, Gr. 9 = 60% ***57%***, Gr. 11 = 66% ***62%*** **Protective Factors** Baselines: **Caring Relationships:** Gr. 7 = 38% ***33%***, Gr. 9 = 31% ***26%***, Gr. 11 = 39% ***34%***; **High Expectations**: Gr. 7 = 56% ***54%***, Gr. 9 = 47% ***41%***, Gr. 11 = 50% ***43%***; **Meaningful Participation**: Gr. 7 = 15% ***15%***, Gr. 9 = 13% ***12%***, Gr. 11 = 18% ***13%*** 2. **Suspension Rates** – Baseline (5.6%) - 10%. ***4.5%*** 3. **Number of Expulsions** – Baseline (107) - 10%. ***71*** 4. **Student attendance rates** – Baseline (95.83%) + .25. **96.0%** (2016/05/17) 5. **Chronic absentee rates** – Baseline (10.24%) - 10%. **9.5%** (2016/05/17) 6. **Facilities Inspection Tool** (% of schools at 'Good" or better) - 100% of schools will be at the "Good" or better rating on the FIT. ***97.6%*** 7. School Safety Plan – Percent of schools with compliant school safety plans. Maintain at 100% ***100%***

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		**Estimated Actual Annual Expenditures**
4.1.a. Provide for Social and Emotional Needs: Counseling, Guidance, and Behavioral Support 1. Counselors, psychologists, and guidance support 2. Support systems for student attendance and alternative placement	$20,600,000 LCFF Base $3,100,000 LCFF S/C	**4.1.a. Provide for Social and Emotional Needs: Counseling, Guidance, and Behavioral Support** 1. The annual census administration of the California Healthy Kids Survey (CHKS) was conducted in March-May 2016 in the Point Loma Cluster in Grade 4, and districtwide in Grades 5, 7, 9, and 11. The annual administration of the California Staff Climate Survey was conducted in March-May 2016 for all elementary, K-8, middle and high schools. A Summer 2015 institute was held for school counselors on navigating the college	$21,958,360 LCFF Base $3,054,183 LCFF S/C

process. Professional development opportunities were offered from December 2015 - April 2016 in completion of trauma, suicide and self-harm, crisis intervention skills, second step, INSIGHT, and risk reduction for school counselors, school psychologists and Mental Health Resource Center (MHRC) clinicians. Monitoring of student risk for suicide/self-harm, alcohol, tobacco and other drug intervention counseling, and consultation/activation of the district's Crisis Response Team (CRT) was conducted continuously throughout the 2015-16 school year, including five CRT meetings to calibrate district services. A community resource fair was held in October 2015 for community-based organizations and district counselors and administrators to network and access external services for students and families. The Counseling and Guidance Dept's. Advisory Council worked with community-based organizations to vet the district's community resource list, student supports website and resource materials, network and discuss local trends for children and youth-serving organizations. In June 2016, the district will participate in the Second Step Leadership Institute to support the roll-out of Second Step as the core social emotional learning curriculum at elementary and K-8 schools. The Elementary School Counseling Design Team has begun to build and calibrate 2016-17 program services for elementary and K-8 schools. The central office school resource counselors are calibrating services, discussing trends and creating an interdepartmental process of service delivery.

2. The Nursing and Wellness (NW) Dept. is participating with the Youth Advocacy Dept. on the Wellness Council. The NW Dept. created and established a student attendance nursing protocol to raise awareness for school nurses about the positive impact they can make regarding student attendance and student achievement. Nurses are now participating in site-level attendance reviews and a resource nurse is a participant on the district's School Attendance Review Board (SARB). The NW

			Dept. continues to work closely with other departments to ensure that students are attending school, healthy and well. The Youth Advocacy Dept. began a District Attendance Intervention Team with key stakeholders to determine high impact strategies for improving student attendance.		
Scope of service:	All Schools Grades: All		Scope of service:	All Schools Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
4.1.b. Provide for Social and Emotional Needs: Counseling, Guidance, and Behavioral Support—Groups 1. Additional counselors for high need schools (See Action 1.3) 2. The Mental Health Resource Center provides support, case management, and referrals for ongoing mental health treatment and support. 3. Behavior support resources 4. Expand Restorative Justice and Positive Behavioral Intervention and Support (PBIS) to more schools. 5. Provide additional, focused support for students with disabilities, including mental health and behavior support services, and PBIS collaboration. (See Action 1.7)		See Action 4.1.a.	**4.1.b. Provide for Social and Emotional Needs: Counseling, Guidance, and Behavioral Support—Groups** 1. Six resource counselors were added to support clusters; 10 intervention counselors were added at high priority sites; and middle school counselor allocations were rounded to .5 and high school counselor allocations were rounded to 1.0. 2. The number of Mental Health Teams was increased on comprehensive sites, comprised of licensed clinicians and rehabilitation specialists, to support approximately 1,000 eligible students receiving educationally related mental health services pursuant to their Individual Education Plans (IEP). 3. The Nursing and Wellness (NW) Dept. recognizes		See Action 4.1.a.

the increase in behavioral health needs for students at all schools, with a focus on supporting the district's five high-need high schools (Crawford, Hoover, Lincoln, Morse and San Diego High Schools). High school nurses are collaborating on professional development, supports and best practices.

4. In Year 2 of restorative justice implementation, the Youth Advocacy Dept., in consultation with the National Conflict Resolution Center (NCRC) has continued monthly restorative collaboration meetings wherein district, site and community stakeholders share best practices and concerns. Race, Human Relations and Advocacy (RHRA) Dept. staff have been trained to assist in the implementation, when appropriate. A part-time youth coordinator has been utilized to support the youth development of restorative justice practices at multiple sites. Placement and Appeal Dept. personnel, together with the NCRC consultant, continue to offer restorative justice training. The district's bullying reporting form is now available online via all school site webpages.

Positive Behavior Interventions and Supports (PBIS) expansion continued expansion in Year 2 to include 13 school teams (elementary, K-8 and middle) completing their second year of process to improve school climate and structures. Seven new elementary teams are in the first year of the process, conducting surveys about climate, observing common areas at the site, planning policies and procedures to tighten the behavioral supports that are available, and creating guidelines for school success that will assist with building a welcoming environment. Other schools are conducting a two-day refresher course to recalibrate their behavioral and school climate expectations. Schools are monitoring suspension and office referral data as one element to consider in strengthening behavioral intervention practices. Site level professional development has been presented in levels of

			misbehavior, incentives and reinforcements, supervision, and classroom management. Central office teams are currently in the process of becoming independent from the consultant-based professional development offered to date. An internal district team is poised to implement this work with fidelity to provide more opportunities for collaboration and continued cycles of site-level capacity building. Ten new sites are ready to begin the PBIS process in 2016-17. 5. The Student Services Dept. works closely with the Special Education Dept. to provide professional development in creating environments that are worthy of our students, using both direct service and consultant models for school sites. The Nursing and Wellness (NW) Dept. includes a resource nurse who participates on the Americans with Disabilities Act (ADA) Committee, and a resource nurse who works with the Special Education Dept. on placement of students with mental and physical challenges. The NW Dept. has increased its collaboration time with Mental Health Resource Center (MHRC) staff, Teen Recovery Centers, mental health resources at school-based health clinics, and planning for Wellness Center support services. A proactive approach is being implemented to meet the complex medical, social, emotional and academic needs of students with disabilities. Behavior Support Resources staff provides on-site support and training in addressing potential behavioral challenges through positive behavior interventions.		
Scope of service:	Districtwide Grades: All		Scope of service:	Districtwide Grades: All	

_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless X Other (Gifted and Talented)		_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless X Other(Gifted and Talented students)	
4.2.a. Provide for Student Health and Wellness—All 1. Nursing services 2. Implement the comprehensive district wellness policy	$10,200,000 LCFF Base $500,000 LCFF S/C $2,200,000 Title I	**4.2.a. Provide for Student Health and Wellness—All** 1. The Nursing and Wellness (NW) Dept. is involved, at varying levels, in every district school site and facility. With the centralized staffing model, all schools receive a dedicated school nurse and health technician. In addition, full time nursing support is provided to the PrimeTime after school program, the Children and Youth in Transition Dept., the Home Hospital program, non-public schools, parentally placed private school services, the Early Childhood Education and Early Childhood Special Education Depts., and hearing and vision teams. The NW Dept. provides support for Medi-Cal reimbursement, immunization compliance, Tuberculosis and communicable disease prevention, and has a physician consultant who collectively works with all district departments and supports the needs of all district students. While a centralized nursing model provides equity for nursing services across the district, the model does not account for the true health needs of students. Future additional funding that accounts for acuity (allocation of nursing staff based on the severity of student medical and emotional needs) will address the complex health needs of all student sub-groups. 2. The Nursing and Wellness (NW) Dept., in collaboration with district leadership and the district's Wellness Committee, has developed an implementation plan and professional development	$10,662,250 LCFF Base $438,993 LCFF S/C $2,055,356 Title I *(See Goal 4 Summary Box for explanation of variance)*

			for school site leadership. The plan identifies components for site representation, school site wellness councils, guidance on wellness projects and assessment to identify wellness priorities at the site level. Implementation has already begun at 17 schools in the Hoover and San Diego Clusters, with support from Kaiser and the Alliance for a Healthier Generation. This initial work will be scaled districtwide. The implementation of a comprehensive district wellness policy is positively impacting the districtwide culture of health and wellness. Examples include the Physical Plant Operations (PPO) wellness council and staff wellness activities, "Fit Fridays" at the main Education Center, site walking clubs, and other healthy living competitions. It is anticipated that with the implementation of this work over time the culture within the district will grow and change to these types of activities becoming the "new normal" for staff and an example to all students. Students from Kearny High School and the San Diego Metropolitan Regional Career and Technical Center are participating in project-based learning in support of the district's Wellness Policy by creating videos promoting healthy lifestyles for classroom use at key grade levels. In 2016-17 it is planned to align the work of Physical Education Dept. with the Nursing and Wellness Dept. to ensure all students are supported in living healthy lifestyles.		
Scope of service:	Districtwide Grades: All		Scope of service:	Districtwide Grades: All	

X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
4.2.b. Provide for Student Health and Wellness 1. Nursing services 2. Health clinics & collaboration	See Action 4.2.a.	**4.2.b. Provide for Student Health and Wellness** 1. The Nursing and Wellness (NW) Dept. is involved, at varying levels, in every district school site and facility. With the centralized staffing model, all schools receive a dedicated school nurse and health technician. In addition, full time nursing support is provided to the PrimeTime after school program, the Children and Youth in Transition Dept., the Home Hospital program, non-public schools, parentally placed private school services, the Early Childhood Education and Early Childhood Special Education Depts., and hearing and vision teams. The NW Dept provides support for Medi-Cal reimbursement, immunization compliance, Tuberculosis and communicable disease prevention, and has a physician consultant who collectively works with all district departments and supports the needs of all district students. While a centralized nursing model provides equity for nursing services across the district, the model does not account for the true health needs of students. Future additional funding that accounts for acuity (allocation of nursing staff based on the severity of student medical and emotional needs) will address the complex health needs of all student sub-groups. In 2016-17 it is planned to align the work of the Physical Education Dept. with the Nursing and Wellness Dept. to ensure all students are supported in living healthy lifestyles. 2. The Nursing and Wellness (NW) Dept. oversees eight school-based health clinics and three mobile	See Action 4.2.a.

			medical units. The health clinics are located primarily in the City Heights neighborhood, and provide primary care services for families in the area. Offering these services improves access to health care, which results in less time away from school for medical appointments and health needs. Continued expansion is planned for 2016-17, including school-based health clinics at Morse and San Diego High Schools. The NW Dept. collaborates with Health and Human Services on immunization standards, practices and laws; with Kaiser on health-related issues, insurance for underinsured students and flu clinics; with the San Diego County Office of Education on school nurse orientation trainings; and with state and local California school nurse organizations. These collaborations ensure maintenance of best practices, and staying on the cutting edge of health care standards and reform which guarantees quality services for all district students.		
Scope of service:	Districtwide Grades: All		Scope of service:	Districtwide Grades: All	
_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _Other		
4.3. Additional Support for Youth in Transition 1. Coordinated support and services: Monitor and assess student needs and academic progress and provide for the appropriate coordinated services and support to promote school stability, academic		$300,000 LCFF S/C $900,000 Title I	**4.3. Additional Support for Youth in Transition** 1. In 2015-16, the Children and Youth in Transition (CYT) Dept. provided approximately 450 public transit passes each month to youth identified as homeless so the students could attend their school		$336,128 LCFF S/C $739,870 Title I *(See Goal 4 Summary Box*

	success, and overall student well-being, including, tutoring, counseling and guidance, academic advisory, bus passes/tokens, liaison within district and with other agencies. 2. School processes for identification and support: Coordinate with school personnel to develop and refine processes to ensure that students in transition are identified and that appropriate supports are identified and provided. 3. Mentors: Partner at-risk youth with mentor teachers to monitor and provide support for attendance, behavior, and academic performance. 4. Provide for basic needs: Provide for essentials including school supplies, basic clothing and hygiene items, and food (to take home). 5. Provide professional development (including Trauma Informed Care) for teachers and school staffs to help staffs understand and develop capacity to effectively support students whose lives have been affected by trauma. 6. Additional targeted projects and programs responsive to specific student needs, such as: Summer Refugee Bridge program for Somali and Burmese refugees.		of origin. The CYT Dept. linked students to tutoring resources at their school sites and if not available, coordinated and funded tutoring for youth identified as homeless and foster at non-Title I schools, linked students to community resources for mental health, medical, counseling and basic needs, and collaborated with liaisons in other Local Education Agencies (LEA) to share responsibility of students residing, but attending school in other districts. 2. The CYT Dept. provides group and individualized training to school office staff on the enrollment and identification of youth in transition, and ensures that posters regarding youth identified as homeless are posted in every school. The CYT Dept. provided Mann Middle School with fact sheets about common parent/guardian education questions in languages representative of the student population. School site staffs in the Crawford and Hoover Clusters were provided training on the identification of youth identified as refugee. 3. Youth in transition (homeless and foster) are partnered with a mentor providing support via the Check and Connect model. Three Check and Connect mentors support approximately 35-40 at-risk youth in transition at Crawford, Hoover, Lincoln, Morse and San Diego High Schools. An additional mentor supports approximately 35-40 unaccompanied homeless youth at Crawford, Henry, Hoover, La Jolla, Lincoln, Morse, San Diego and Scripps Ranch High Schools. District-managed mentoring programs are offered at Lincoln and San Diego High Schools. PASS AmeriCorps mentors are available at six sites, including Clay and Sherman Elementary Schools, Mann and Memorial Middle Schools, and Crawford and San Diego High Schools. Big Brothers and Big Sisters programs are offered at Franklin, Parks, and Washington Elementary Schools, Logan K-8 School, and Hoover and San Diego High Schools. In	*for explanation of variance)*

partnership with the US Navy, Operation Bigs programs are offered at Hancock and Miller Elementary Schools. Beyond School Walls, a partnership with Bumble Bee Tuna, Qualcomm, and LPL Financial, provide programs at Challenger, Taft, and Wangenheim Middle Schools. Check and Connect/Pathways serve 125 students in all district high schools and charter schools.

4. The CYT Dept. distributed school supplies, backpacks, clothing and hygiene kits to over 500 students identified as homeless. Events at specific schools included: distributing shoes to all students at Washington Elementary School; providing back-to-school clothing and mentoring, a Thanksgiving meal to families, and a holiday celebration with a bike for each child that is a "True Blue Buddy" at Walker Elementary School; conducting an Operation School Bell field trip to two schools to help 120 students obtain school clothing and hygiene kits; and distributing backpacks to all students at Kimbrough Elementary School.

5. Trauma informed care professional development was provided to 620 district staff. Individualized school and department trainings were held at Carson and Ross Elementary Schools, Montgomery Middle School, Hoover, Lincoln and Twain High Schools, the Home Hospital program, School Police Services, school counselors, and the Mental Health Resource Center (MHRC). The CYT Dept. is working with schools to make plans to become trauma informed sites, develop training for the 2016-17 school year, and is working with local organizations such as San Diego Youth Services and Survivors of Torture for training to be trauma informed about specific school populations. A five-year plan has been developed to become a trauma informed district. Over 100 community members, students and staff attended a screening of the Paper Tigers documentary at Lincoln High School, followed by a discussion and debrief.

			6. CYT staff, through the Refugee School Impact Grant (RSIG) successfully piloted a Parent Grade Connect event for refugee parents of middle and high school students. This specialized opportunity was created to reduce the significant barriers (language, multiple classes and teachers for each student, large campus size) that make parent-school communication at the middle and high school levels especially challenging. The event allowed parents to participate on a drop-in basis to meet with a school counselor. With the assistance of an interpreter the parent and counselor reviewed the student's academic performance.		
Scope of service:	All Schools Grades: All		Scope of service:	All Schools Grades: All	
_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other			_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _Other		

4.4. Cultural Proficiency 1. Recruit teachers and staff who are reflective of and possess the cultural proficiency to effectively engage our diverse student population. (See Actions 3.1 and 4.6) 2. Through collaborations with the National Equity Project (NEP), Race Human Relations and Advocacy, central office and school staffs, build the cultural proficiency of all staff to effectively engage with the diversity of our students, families, and staff. (See Action 1.6) 3. Plan and develop training and support related to Safe Schools and Safe Spaces specifically designed for our diverse students (e.g., LGBTQ).		$400,000 LCFF S/C $200,000 Title I	**4.4. Cultural Proficiency** 1. Approximately 70% of the new initial hires who have been offered early contracts for the 2016-17 school year are of diverse ethnic backgrounds. 2. The district developed an equity leadership platform, wherein cultural proficiency standards are incorporated into four areas: ourselves, our organization, our learning, and our community. The district worked in collaboration with the National Equity Project (NEP) to conduct and support a series of professional development sessions aimed at addressing implicit bias and coaching for equity. 3. A program manager and resource teacher specializing in Lesbian, Gay, Bisexual, Transgender and Questioning (LGBTQ+) education and advocacy were recruited to provide districtwide training for district staff and services for LGBTQ+ youth. The Local Climate Survey was implemented and administered at several sites, with over 10,000 responses received. The district's bullying reporting form was made available online.		$393,407 LCFF S/C $183,363 Title I
Scope of service:	Districtwide Grades: All		Scope of service:	Districtwide Grades: All	
_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

4.5.a. School Support Staff and Resources—All 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. 2. Provide bilingual staff to promote effective engagement and communications for EL parents and families. 3. Provide for general supplies and operating expenses. 4. Provide training and updates to ensure well-trained and informed staff.		$47,600,000 LCFF Base	**4.5.a. School Support Staff and Resources—All** 1. The district continues to improve examination and selection procedures for clerical and support staff. 2. The district continues to recruit and retain bilingual staff in support of this goal. 3. Funding for general operating supplies and expenses is determined through the Site-Based Budgeting (SBB) process. 4. Various departments such as Nursing and Wellness, Special Education, and the Office of Secondary Schools offer professional development opportunities for their staff members on an ongoing basis to ensure staff are up-to-date on district goals and initiatives.		$47,398,754 LCFF Base
Scope of service:	All Schools Grades: All		Scope of service:	All Schools Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
4.5.b. School Support Staff and Resources—EL/RFEP 1. Provide bilingual staff to promote effective engagement and communications for EL parents and families.		See Action 4.5.a.	**4.5.b. School Support Staff and Resources—EL/RFEP** 1. The district continues to recruit and retain bilingual staff in support of this goal.		See Action 4.5.a.

Scope of service:	All Schools Grades: All		Scope of service:	All Schools Grades: All	
_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
4.6. Healthy and Nutritious Meals 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: 1. Breakfast in the Classroom and Morning Break Cafe 2. Farm to School and Garden to Café programs – provide produce from local farms and school gardens for school salad bars. 3. Smart Phone – SDUSD Menu App – provide students and families with immediate access to all school menus, including photos, nutrients, and allergens.		$63,400,000 Cafeteria Special Reserve Fund	**4.6. Healthy and Nutritious Meals** The Food and Nutrition Services Dept. has exceeded all United States Department of Agriculture (USDA) meal standards, continues to engage with students, and provides healthy menu options from local farmers, producers and ranchers. 1. Breakfast in the Classroom was provided at 64 schools, and 22 additional Morning Break Cafe options were offered at middle schools. 2. The district continues to purchase from local farmers and increased the number of schools in the Garden to Cafe Program. 3. The menu app was completed, and currently has over 10,000 followers.		$1,286,901 LCFF Base $61,000,767 Cafeteria Special Reserve Fund
Scope of service:	All Schools Grades: All		Scope of service:	All Schools Grades: All	

X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
4.7. Attractive, Clean, and Well Maintained Schools 1. Provide for clean and inviting schools. 2. Provide for schools that are well-maintained and in good repair. 3. Provide for needed supplies and utilities. 4. Operate schools in a sustainable and environmentally responsible manner. 5. Provide training and updates to ensure well-trained and informed staff.	$59,000,000 LCFF Base	**4.7. Attractive, Clean, and Well Maintained Schools** San Diego Unified has executed $92 million of major repair and replacement projects as part of the ongoing effort to improve school facility conditions. These improvements are in support of a Board-approved six-year capital improvement plan toward the goal of bringing all school facilities to a state of good repair. 1. and 2. The most recent facility inspections completed using the State's Facility Inspection Tool (FIT) yielded an average score of 96% with three schools scoring in the Exemplary range, 159 schools in the Good range, and four schools in the Fair range. The FIT provides a visual inspection that addresses safety, cleanliness and good repair. 3. Utilities, custodial and maintenance supplies are provided to ensure learning and the school environment is not impeded or disrupted, supporting a clean, safe and operable environment. 4. Currently, 39 district sites operate with solar power. The district is pursuing additional energy conservation measures through Proposition 39, the California Clean Energy Jobs Act, and its own capital bond program to provide additional solar, install light-emitting diode (LED) lighting and retrofitting mechanical systems. The district completed the second annual EDCO recycling	$53,354,702 LCFF Base

			challenge, encouraging schools to recycle and offering prizes to the sites that divert the most waste from the waste stream to recycling. Waste, including hazardous and universal waste, is processed and handled in a responsible manner. District schools compete in the Energize Schools energy conservation competition sponsored by San Diego Gas and Electric (SDGE). Consistent with the district's sustainability plan, purchasing cooperatives are utilized whenever procurement opportunities allow, saving staff time and reducing the time to receive goods. Biodiesel fuel is used for all district diesel-powered vehicles. The district reduced water consumption by 37.2% for period of July 2015-March 2016, predominantly in the area of landscape irrigation, and exceeded the State and City mandates for water conservation. This reduction more than doubled the district's goal of 6%. 5. Safety training for all staff is provided on a monthly basis. Job specific training is provided in various formats. Training as required to maintain certification (electrician, pest control, asbestos, lead-based paint, fire extinguisher maintenance, backflow [plumbing], safety technicians, etc.) is provided as needed.		
Scope of service:	All Schools Grades: All		Scope of service:	All Schools Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

4.8. Safe Schools 1. Assure that school safety is a priority that is monitored by school staff with the support of Police Services, including: Annual update of School Safety and Emergency Response Plans and inspection of Emergency Response Boxes; Student supervision; and School Safety Committees. 2. Review, monitor and update equipment and tools (e.g. emergency communication systems). 3. Provide training and updates to ensure well-trained and informed staff.		$14,100,000 LCFF Base	**4.8. Safe Schools** 1. School Police Services supported principals by reviewing and updating School Safety and Emergency Response Plans through trainings, individual meetings, and providing information at School Site Council (SSC) meetings as requested. The district achieved the desired 100% compliance, in accordance with state law. Future plans include reviewing of site emergency response boxes during the School Safety and Emergency Response Plan review process. 2. School Police Services reviewed and has begun updating emergency communications systems equipment to promote improved school communication during emergencies. 3. School Police Services provided training to principals and designees throughout the school year. Updates to School Safety and Emergency Response Plans were provided during the sessions to ensure well-trained and informed staff.		$12,800,392 LCFF Base
Scope of service:	Districtwide Grades: All		Scope of service:	Districtwide Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

What changes in actions, services, and expenditures	Responses to each 2015-16 action and service were prepared by the individual departments and programs responsible for implementation. Based on the implementation of the actions and services to date, the modifications summarized below are proposed for 2016-17. Unless otherwise noted, the 2015-16 actions and services described in Goal 4 will continue unchanged in 2016-17 to allow sufficient time for review and evaluation of their effectiveness. • Goal 4.1.b.6: The implementation of an elementary counseling model is described in detail. • Goal 4.1.b.8: This action was added in alignment with the district's Vision 2020 goal that all students will graduate fully prepared for college, career and community. • Goal 4.2.7: Productive preliminary work has resulted in the district's three-year plan to launch Wellness Centers at every high school. • Goal 4.3: Expanded professional development opportunities to support youth in transition are described. • Goal 4.4.2: A Program Manager and Resource Teacher were hired in 2015-16 to coordinate district-wide training and advocacy for supporting the needs of Lesbian, Gay, Bisexual, Transgender and Questioning (LGBTQ+) students. The detailed work to take place in 2016-17 is described. Explanation of Estimated to Actual Expense Variances: • Goal 4.2: Decrease in estimated expenditures under budget is largely due to rounding in the budget. Actual salaries and benefits came in lower than budgeted in part due to vacancies. • Goal 4.3: Increase in estimated expenditures over budget is largely due to rounding in the budget. Actual salaries came in higher than budgeted at the department level.

Original Goal from prior year LCAP:	**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 and/or Local Priorities: _1 _2 X 3 _4 _5 _6 _7 _8 Local:
Goal Applies to:	Schools:	All Grades: All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	1. **School Climate Survey** - Establish criteria and baselines for various constructs [e.g., safety, welcoming] from available school	Actual Annual Measurable Outcomes:	1. **School Climate Survey** - **Safety** Baselines: Gr. 7 = 65% ***64%***, Gr. 9 = 60% ***57%***, Gr. 11 = 66% ***62%*** **Protective Factors** Baselines:	

climate surveys.

2. Parent use of PowerSchool - percent of parents using the PowerSchool parent portal. Baseline (9.6%) + 10%
3. School enrollment patterns - Establish criteria and baseline.

- 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

4. Cluster articulation data - Establish baseline (pending) for the percent of students articulating to schools in their clusters.

5. Parent and community input and engagement – Increase by ten percent in Year 1 documented feedback from parent/community input sessions; baseline = number of individual feedback forms received in 2014-15.

Caring Relationships: Gr. 7 = 38% ***33%***, Gr. 9 = 31% ***26%***, Gr. 11 = 39% ***34%***; **High Expectations**: Gr. 7 = 56% ***54%***, Gr. 9 = 47% ***41%***, Gr. 11 = 50% ***43%***; **Meaningful Participation**: Gr. 7 = 15% ***15%***, Gr. 9 = 13% ***12%***, Gr. 11 = 18% ***13%***

2. ?Parent use of PowerSchool - percent of parents using the PowerSchool parent portal. Baseline (9.6%) + 10%
3. School enrollment patterns - Baseline Fall 2015

- Clairemont 49.7 ***49.3***
- Crawford 45.7 ***44.0***
- Henry 77.5 ***77.7***
- Hoover 59.5 ***59.7***
- Kearny 59.0 ***57.5***
- La Jolla 95.1 ***94.2***
- Lincoln 52.2 ***50.3***
- Madison 55.6 ***53.4***
- Mira Mesa 84.3 ***83.9***
- Mission Bay 76.0 ***78.1***
- Morse 61.1 ***60.5***
- Point Loma 79.9 ***79.2***
- San Diego 55.2 ***55.1***
- Scripps Ranch 90.3 ***93.4***
- Serra 84.3 ***84.6***
- University City 85.3 ***84.5***

4. Cluster articulation data - Establish baseline (pending) for the percent of students articulating to schools in their clusters.

5. Parent and community input and engagement – Increase by ten percent in Year 1 documented feedback from parent/community input sessions; baseline = number of individual feedback forms received in 2014-15.

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		**Estimated Actual Annual Expenditures**
5.1.a. Meaningful Engagement and Participation—All 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), and Community Advisory Committee (CAC) for special education. 2. Provide additional opportunities for parent leadership training to enhance meaningful engagement and participation. 3. The district and all schools, including those receiving Title I funds, will plan and provide family engagement opportunities responsive to the needs of their parents and families, and supportive of neighborhood culture and circumstance**.** 4. Provide opportunities and resources for parents/guardians to support their children's education at home and their role in preparing their children for college and career. Include guidance on navigating the school system and finding resources to support education and learning at home. 5. 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. 6. 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. 7. Schools will be provided with resources and materials to create a welcoming environment for all	$100,000 LCFF S/C $1,300,000 Title I	**5.1.a. Meaningful Engagement and Participation—All** 1. The Office of Language Acquisition (OLA) continues to provide training for English Learner Advisory Committees (ELAC) and supports the District English Learner Advisory Committee (DELAC). In 2015-16, in an effort to gather information from ELAC, the DELAC board created a written feedback form. For the 2016-17 school year, other ways to gather feedback from site ELACs will be explored. 2. Much of this work was accomplished through the school cluster "design thinking" workshops. Additionally, the office of parent engagement continued its work across the district, hosting parent universities and other trainings. The district also continued its fruitful partnership with the PTA, which has groups in some 50 San Diego Unified schools. Part of this partnership involved a direct investment by the district in the School Smarts program aimed at educating parents on how to be active in their school communities. 3. This was accomplished throughout the year through a series of very intensive parent education programs held across the district by the Parent Engagement Dept. 4. This action is in progress. Support for parents is provided through the Quality Assurance Office, helping navigate the school system. Parent engagement programs are undergoing redesign to more thoroughly emphasize the role parents can play in the home in the education of their children.	$114,907 LCFF S/C $1,394,328 Title I *(See Goal 5 Summary Box for explanation of variance)*

families and staff.

8. Engage the community in a broader dialog and examination of issues related to LGBTQ, race, language, and culture.
9. 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.
10. Establish a Parent Engagement Task Force comprised of district staff and parents from across the district to study and make recommendations for increasing meaningful parent engagement and identifying and/or developing appropriate metrics to measure engagement.

5. This work is largely accomplished through the cluster meetings held monthly across the district and through the site-based governance teams at the school level. During these meetings district leaders receive useful feedback from the community about specific programs and supports needed to help students succeed.

6. Parents are provided an easy to use Parent Portal through the district's student information system (PowerSchool). Parents are able to view all of their student's academic information online as well as sign up for e-mail notifications for updates on student assignments, scores, grades, etc. School sites are provided training materials and templates to facilitate and support parents using the portal.

7. The district continued its fruitful partnership with the PTA, which has groups in some 50 San Diego Unified schools. Part of this partnership involved a direct investment by the district in the School Smarts program aimed at educating parents on how to be active in their school communities. Additional community engagement was accomplished through the work of the parent engagement staff, who are experts in producing culturally relevant and meaningful educational opportunities for parents and who have deep ties in the various communities that make up the San Diego Unified district.

8. The district's program manager specializing in Lesbian, Gay, Bisexual, Transgender and Questioning (LGBTQ+) education and advocacy is working with the Parent Outreach and Engagement Dept. to develop a protocol and professional development. LGBTQ+ educators mixers have been scheduled, cultural proficiency to equity leadership presentations are scheduled with stakeholder groups, and work on the development of an Ethnic Studies course has been presented to the District Advisory Council (DAC).

9. Teachers have been trained and have

			commenced site visits to families in the Chollas-Mead Elementary, Horton Elementary, and Millennial Tech Middle School boundaries. 10. Rather than a single task force, the district engaged parents at the individual cluster level through a series of “design thinking” workshops. These local workshops produced useful recommendations on parent engagement with the added benefit of being culturally grounded in the communities served. Many of the recommendations generated by these workshops are reflected in the planning for the revitalized parent engagement office. A district-wide task force on parent engagement may still be a useful partner for the district following the creation of the revamped parent engagement office with a cabinet-level executive director.		
Scope of service:	Districtwide Grades: All		Scope of service:	Districtwide Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

5.1.b. Meaningful Engagement and Participation—Title I 1. Provide additional opportunities for parent leadership training to enhance meaningful engagement and participation.		See Action 5.1.a.	**5.1.b. Meaningful Engagement and Participation—Title I** 1. Much of this work was accomplished through the school cluster “design thinking” workshops. Additionally, the Parent Engagement Dept. continued its work across the district, hosting parent universities and other trainings. The district also continued its fruitful partnership with the PTA, which has groups in some 50 San Diego Unified schools. Part of this partnership involved a direct investment by the district in the School Smarts program aimed at educating parents on how to be active in their school communities.		See Action 5.1.a.
Scope of service:	Title I Schools Grades: All		Scope of service:	Title I Schools Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

5.1.c. Meaningful Engagement and Participation—Low Income 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), and Community Advisory Committee (CAC) for special education. 2. Provide additional opportunities for parent leadership training to enhance meaningful engagement and participation. 3. The district and all schools, including those receiving Title I funds, will plan and provide family engagement opportunities responsive to the needs of their parents and families, and supportive of neighborhood culture and circumstance**.** 4. Provide opportunities and resources for parents/guardians to support their children's education at home and their role in preparing their children for college and career. Include guidance on navigating the school system and finding resources to support education and learning at home.		See Action 5.1.a.	**5.1.c. Meaningful Engagement and Participation—Low Income** 1. The Office of Language Acquisition (OLA) continues to provide training for English Learner Advisory Committees (ELAC) and supports the District English Learner Advisory Committee (DELAC). In 2015-16, in an effort to gather information from site ELACs, the DELAC board created a written feedback form. For the 2016-17 school year, other ways to gather feedback from site ELACs will be explored. 2. Much of this work was accomplished through the school cluster "design thinking" workshops. Additionally, the Parent Engagement Dept. continued its work across the district, hosting parent universities and other trainings. The district also continued its fruitful partnership with the PTA, which has groups in some 50 San Diego Unified schools. Part of this partnership involved a direct investment by the district in the School Smarts program aimed at educating parents on how to be active in their school communities. 3. This was accomplished throughout the year through a series of very intensive parent education programs held across the district by the Parent Engagement Dept. 4. This action is in progress. Extensive support for parents is provided through the Quality Assurance Office, helping navigate the school system. Parent engagement programs are undergoing redesign to more thoroughly emphasize the role parents can play in the home in the education of their children.		See Action 5.1.a.
Scope of service:	Districtwide Grades: All		Scope of service:	Districtwide Grades: All	

X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
5.1.d. Meaningful Engagement and Participation—Groups 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), and Community Advisory Committee (CAC) for special education. 2. The district and all schools, including those receiving Title I funds, will plan and provide family engagement opportunities responsive to the needs of their parents and families, and supportive of neighborhood culture and circumstance**.** 3. Provide opportunities and resources for parents/guardians to support their children's education at home and their role in preparing their children for college and career. Include guidance on navigating the school system and finding resources to support education and learning at home. 4. 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.	See Action 5.1.a.	**5.1.d. Meaningful Engagement and Participation—Groups** 1. The Office of Language Acquisition (OLA) continues to provide training for English Learner Advisory Committees (ELAC) and supports the District English Learner Advisory Committee (DELAC). In 2015-16, in an effort to gather information from site ELACs, the DELAC board created a written feedback form. For the 2016-17 school year, other ways to gather feedback from site ELACs will be explored. The Special Education Dept. will continue to participate, support and collaborate with the Special Education Citizens Advisory Committee (CAC) to support students with disabilities across the district through meaningful dialogue, data collection/analysis, and seeking input to improve educational benefits for all students. Parent engagement through multiple means of collecting feedback and input about parents' and caregivers experiences will be incorporated into developing better service delivery models for students with disabilities. 2. This was accomplished throughout the year through a series of very intensive parent education programs held across the district by the Parent Engagement Dept. 3. Extensive support for parents is provided through	See Action 5.1.a.

			the Quality Assurance Office, helping navigate the school system, Parent engagement programs are undergoing redesign to more thoroughly emphasize the role parents can play in the home in the education of their children. 4. This work is largely accomplished through the cluster meetings held monthly across the district and through the site-based governance teams at the school level. District leaders receive useful feedback from the community about specific programs and supports needed to help students succeed.		
Scope of service:	Districtwide Grades: All		Scope of service:	Districtwide Grades: All	
_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless X Other (Gifted and Talented, At-risk students)			_ All ---------- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless X Other(Gifted and Talented students, at-risk students)		

5.2. Parent and Community Assistance and Support 1. The Quality Assurance Office is accessible and responsive to parents and community who express concerns or seek assistance. 2. Provide for current, accurate, and timely communication to parents regarding student learning (e.g. Naviance, Website, automated calls, school and teacher communications). 3. Improve district communication strategies and structures for timely and easy access to information, support, and resources. (See Action 6.2)	$1,500,000 LCFF Base	**5.2. Parent and Community Assistance and Support** 1. The Quality Assurance Office (QAO) was fully staffed and operational in the 2015-16 school year. The QAO has identified trends in the types of complaints and questions that were received, including bullying (in conjunction with the launch of the district's online bullying reporting form); safety and security, especially regarding student supervision before and after school; enrollment and the school CHOICE program; insufficient services for students with disabilities in violation of Individual Education Plans (IEP); and attendance issues and the School Attendance Review Board (SARB) process. The QAO responds to every communication and maintains a database of all communications and resolutions. Formal investigations of complaints are conducted when necessary. The Board of Education, Superintendent and senior leadership receive regular reports from the QAO. 2. Through the PowerSchool parent portal, parents have access to real time attendance, schedule and grade information. For example, what is reflected in a teacher's gradebook is immediately seen in the parent portal. Other online communication tools such as SchoolMessenger provide school site and district staff with efficient options to communicate with a specific student, a group of students, or school/districtwide communications all integrated and accessible directly from the PowerSchool student information system. 3. The district maintains a website, and shares information via social media, Newscenter, SchoolMessenger, texting, and the revised Unified Vision electronic monthly newsletter with nearly 80,000 subscribers, including parents, staff and community partners.	$1,202,608 LCFF Base

Scope of service:	Districtwide Grades: All		Scope of service:	Districtwide Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

5.3. Translation and Interpretation Services 1. Provide translation and interpretation services to facilitate effective communication, engagement, and participation. 2. Review and respond to cluster-specific needs and communication preferences (e.g. Crawford cluster – need for services in key languages including Somali, Kizigua, Swahili, and Karen with preference for verbal/oral interpretation). 3. Increase staffing and resources for the Translation Department to more effectively serve a wider range of language groups and needs.		$500,000 LCFF S/C $50,000 Title I	**5.3. Translation and Interpretation Services** 1. During the 2015-16 school year two full time Spanish translators, one full time Vietnamese translator and one full time Somali translator were hired. This, along with the purchase of translation software, has substantially increased the number of translations and interpretation services provided to the community. Additionally, the language bank contract has further assisted schools in engaging parents that traditionally have not participated in school activities. 2. Contracts with the Somali Bantu and the Karen organization have been instrumental in serving the Crawford and Hoover Clusters, facilitating and covering the demand for services in these languages. 3. During the 2015-16 school year two full time Spanish translators, one full time Vietnamese translator and one full time Somali translator were hired. Additionally, the language bank contract has further assisted schools in engaging parents that traditionally have not participated in school activities. Furthermore, these additional resources have assisted the Office of Language Acquisition (OLA) in Languages Other than English (LOTE) testing and increasing the number of students that have achieved the Seal of Billiteracy. The Translation Dept. is in the process of translating the School Accountability Report Cards (SARC) as mandated by CDE.		$689,067 LCFF S/C $43,614 Title I *(See Goal 5 Summary Box for explanation of variance)*
Scope of service:	All Schools Grades: All		Scope of service:	All Schools Grades: All	

_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
5.4. Enrollment Options and Opportunities 1. Enrollment Center: Create an accessible, personalized, and welcoming enrollment center to highlight and support neighborhood and district schools. 2. Easily accessible school information: Review, update, and revise district and school websites, including dashboards. 3. Enrollment patterns: Monitor and review increased/decreased school, cluster, and neighborhood enrollment and participation. 4. Provide communication and recruitment strategies to ensure all eligible students participate in pre-K and TK.	$400,000 LCFF S/C	**5.4. Enrollment Options and Opportunities** 1. The Family Welcome and Enrollment Center opened in May 2016, providing high quality, personalized customer service in an open and family friendly environment. Staff are available to provide parents with virtual tours and helpful information about their neighborhood school as their “first best choice,” as well as comprehensive information about specialized programs such as schools focused on Science, Technology, Engineering, Arts and Math (STEM/STEAM), foreign language acquisition, International Baccalaureate (IB), and visual and performing arts. Computer hubs are available for parents to enroll in their neighborhood school, or apply online via Choice. 2. The district deployed a redesigned public website in 2015 to create a more user-friendly, easily navigable site for external audiences (parents, job seekers, businesses, community members, etc.). It was specifically reorganized by topic rather than by department and placed the most searched actions, such as student enrollment, directly on the homepage. 3. The district's demographers analyze overall resident and non-resident enrollment regularly, and provide guidance based on data and trends for capacities and any potential enrollment challenges such as the need for a boundary change. Project resource teachers have visited schools in target	$807,092 LCFF S/C *(See Goal 5 Summary Box for explanation of variance)*

			clusters and have compiled information focused on promoting neighborhood school enrollment, especially for schools with excess space and declining enrollment. 4. The Office of Leadership and Learning will continue to organize and facilitate site and community meetings to explain the structure and benefits of TK, distribute TK brochures to all elementary schools and ensure the district's TK webpage is up to date. In 2015-16, the Early Childhood Education (ECE) Program met with the Communications Dept. to brainstorm public relations activities to recruit for state preschool enrollment. Ideas included television coverage, community newsletters, media coverage in income-qualifying neighborhoods, and including preschool information with any communications to reach qualifying families such as government initiatives like the Earned Income Tax Credit. A direct mail letter regarding May priority enrollment was sent to parents/guardians of all currently enrolled three-year-olds who still qualify to participate in the 2016-17 school year. A mailer was sent to all families in income-qualifying school areas to provide information about available state preschool services. SchoolMessenger was used to invite new families to attend a large group enrollment session to be held in July 2016.		
Scope of service:	Districtwide Grades: All		Scope of service:	Districtwide Grades: All	

X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
5.5.a. Customized Cluster Strategies—All Develop and implement strategies customized for each cluster. 1. Align all academic programs: pre-K – 12.		$100,000 LCFF Base	**5.5.a. Customized Cluster Strategies—All** 1. The district's first high school innovation center opened at Morse High School in May 2016. In 2016 -17, innovation centers will open at approximately three-month intervals at Crawford, Hoover, Lincoln and San Diego High Schools.		$113,895 LCFF Base
Scope of service:	All Schools Grades: All		Scope of service:	All Schools Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

5.5.b. Customized Cluster Strategies. Develop and implement strategies customized for each cluster. 1. Review alternative education and support programs, providing targeted credit recovery and independent study support for five identified high need high schools. 2. Identify, review, and expand successful programs in targeted clusters (e.g. dual-language, VAPA, STEAM).		See Action 5.5.a.	**5.5.b. Customized Cluster Strategies**. 1. The district's first high school innovation center opened at Morse High School in May 2016. In 2016 -17, innovation centers will open at approximately three-month intervals at Crawford, Hoover, Lincoln and San Diego High Schools. 2. An implementation plan for a Spanish immersion program in the Serra cluster starting with Tierrasanta Elementary School has been developed. The STEAM focus in the Kearny cluster will be expanded by developing programs at Carson and Linda Vista Elementary Schools as well as Montgomery Middle School. The Spanish immersion program in the San Diego High Cluster will be expanded to include San Diego High School as students articulate from its feeder schools - Sherman Elementary School to Roosevelt Middle School.		See Action 5.5.a.
Scope of service:	Districtwide Grades: All		Scope of service:	Districtwide Grades: All	
_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _Other		

5.6. Community Relations and Partnerships 1. Provide systems for strong district relations with the community, organizations, and government entities. 2. Create, sustain, and expand community partnerships to support student and family engagement and learning. 3. Solicit input from the community to assist in the identification of needed learning and social services.	$300,000 LCFF S/C	**5.6. Community Relations and Partnerships** 1. Members of the district's Communications team participated on several stakeholder committees and groups including San Diego Council of PTAs, district Wellness Committee, Calendar Committee, School Names Committee, LCAP Planning Team, Team Family, Design Task Force, Long-Range Facility Planning and Rediscover San Diego Unified. Three Town Hall meetings were held on the subject of funding inadequacies that included community partners such as United Way and government officials. Two community meetings were held regarding the renaming of Robert E. Lee Elementary School. Support was provided for the Board's governmental advocacy work by publishing the “Urban Coalition” e-newsletter. Multiple joint media events with local, state and national elected officials were held. 2. Partnerships were established with several community organizations such as Big Brothers, Big Sisters, and the American Red Cross to provide assistance to the district in providing outstanding services for our students. Partnerships were also formed with Qualcomm and other business leaders to provide enhanced learning opportunities for students. 3. Much of this work was accomplished through the school cluster design thinking workshops. Additionally, the Parent Engagement Dept. continued its work across the district, hosting parent universities and other trainings. The district also continued its fruitful partnership with the PTA, which has groups in some 50 San Diego Unified schools. Part of this partnership involved a direct investment by the district in the School Smarts program aimed at educating parents on how to be active in their school communities.	$82,219 LCFF S/C *(See Goal 5 Summary Box for explanation of variance)*

Scope of service:	Districtwide Grades: All		Scope of service:	Districtwide Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

What changes in actions, services, and expenditures	Responses to each 2015-16 action and service were prepared by the individual departments and programs responsible for implementation. Based on the implementation of the actions and services to date, the modifications summarized below are proposed for 2016-17. Unless otherwise noted, the 2015-16 actions and services described in Goal 5 will continue unchanged in 2016-17 to allow sufficient time for review and evaluation of their effectiveness. • Goal 5.1: The district's commitment to improving parent and family engagement is described in detail. As presented to the Board of Education in May 2016, a thorough review of existing parent engagement opportunities showed that improvements could be made to ensure the district is meeting the needs of our diverse students, families and communities. In 2016-17, the district's organization structure will include a cabinet-level Executive Director on the Instructional Team and cluster support personnel to ensure parent and family engagement is in alignment with the district's Vision 2020 and LCAP goals. • Goal 5.3.2: Arabic has been added to the district's list of language translations. Explanation of Estimated to Actual Expense Variances: • Goal 5.1: Increase in estimated expenditures over budget is largely due to rounding in the budget. Actual salaries and benefits came in higher than budgeted at the department level. • Goal 5.3: Increase in estimated expenditures over budget is due to funding additional translator/interpreter positions to support access and opportunities for English Learners and their families. • Goal 5.4: Increase in estimated expenditures over budget is due to adding four full time equivalent (FTE) positions to improve and enhance enrollment options services for students and families. • Goal 5.6: Decrease in estimated expenditures under budget is due to the elimination of an executive director level position. Position duties were transferred to other existing departments.

Original Goal from prior year LCAP:	**6. Well-orchestrated District-wide 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 and/or Local Priorities: X 1 _2 _3 _4 _5 _6 _7 _8 Local:
Goal Applies to:	Schools:	All Grades: All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	Metrics are included in Goals 1-5; samples from each include: Goal 1: **High school graduation rates** – Baseline (87.9%) + 2 pts. Goal 2: **Availability of standards aligned instructional materials -** Maintain at 100%. Goal 3: **Percentage of fully credentialed teachers.** Baseline (95.6%) + 10% of (100 - baseline) Goal 4: **Student attendance rates** – Baseline (95.83%) + .25. Goal 5: **School Climate Survey** - Establish criteria and baselines for various constructs [e.g., safety, welcoming] from available school climate surveys.	Actual Annual Measurable Outcomes:	

LCAP Year: 2015-16					
Planned Actions/Services			**Actual Actions/Services**		
		Budgeted Expenditures			**Estimated Actual Annual Expenditures**
6.1. Basic Services and Infrastructure Provide district infrastructure for basic services to ensure effective system-wide support for schools and personnel, including: • Finance, Payroll, Procurement • Legal, Legislative, Risk Management, Labor Relations, Charter • Human Resources • Information Technology (IT) • Other Operations (e.g., Distribution, Real Estate, etc.)		$128,700,000 LCFF Base	**6.1. Basic Services and Infrastructure** Basic services are provided in support of all sites through central office departments. Each department monitors its staffing levels to ensure that adequate support is available, and reviews its departmental practices to ensure that the support provided is timely and reflects best practices relative to its function. For example, the Integrated Technology Support Systems (ITSS) Dept. has implemented an Operating Level Agreement to track cases and ensure that there is follow-up and resolution within SLA timelines. ITSS has been expanding and updating its i21 wireless network to continue to provide robust wireless access, is upgrading the wide area network to provide greater bandwidth to schools, and is in the process of bringing a second data center online to provide the increased redundancy and capacity to support district classrooms.		$114,581,535 LCFF Base
Scope of service:	All Schools Grades: All		Scope of service:	All Schools Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

6.2. Communications 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. (See Actions 5.1 -6) 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. 3. Expand use of digital communications including webpages, electronic newsletters, social media, streaming and on-demand videos, and SchoolMessenger. 4. Enhance communications and information sharing with clusters. 5. Collaborate with the County Office of Education and other districts on the development and distribution of standard, targeted messages to support student success.	$1,100,000 LCFF Base	**6.2. Communications** 1. The district launched a new website and expanded the use of social media. The district's Facebook page has more than 7,000 likes and Twitter has more than 12,500 followers. The Communications team worked with school sites to develop school social media presence for parents and stakeholders. 2. The district deployed a redesigned public website in 2015 to create a more user-friendly, easily navigable site for external audiences (parents, job seekers, businesses, community members, etc.). It was specifically reorganized by topic rather than by department and placed the most searched actions, such as student enrollment, directly on the homepage. The new website platform included the implementation of a Staff Portal along with redesigned public facing district and school websites. The new sites are responsive, meaning they are smart-phone and table friendly, giving parents and stakeholders without home computers the opportunity to access information from their handheld devices. A separation of staff and public information makes the website easier to search and navigate. 3. The district expanded the use of social media to include crisis communications during lockdowns and other school incidents so parents and media could receive real time updates. The district launched a digital Newscenter on the district’s new website. Adding a texting component to SchoolMessenger will expand this service in 2016-17. 4. The Communications team identified the editors of cluster newsletters and provided them information directly to share with their clusters, attended cluster meetings and cluster congress as needed to provide accurate information around district issues, including new website, LCAP and calendar changes, and encouraged clusters to provide positive stories to	$1,076,250 LCFF Base

			promote with media. 5. The district's Communications team met quarterly with communications staff from the County Office of Education and other districts to discuss shared regional issues including the new CASPP, increased threats and lockdowns, social media strategies and parent engagement, and assisted the County Office in providing online communications tools.		
Scope of service:	All Schools Grades: All		Scope of service:	All Schools Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
What changes in actions, services, and expenditures	Responses to each 2015-16 action and service were prepared by the individual departments and programs responsible for implementation. Based on the implementation of the actions and services to date, the modifications summarized below are proposed for 2016-17. Unless otherwise noted, the 2015-16 actions and services described in Goal 6 will continue unchanged in 2016-17 to allow sufficient time for review and evaluation of their effectiveness. • Goal 6.3: Added to reflect additional operational functions to be aligned with the district's Vision 2020.				

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	118200000

San Diego Unified expended approximately $96.9 million in supplemental and concentration funds in fiscal year 2015-16. For fiscal year 2016-17, San Diego Unified must allocate a targeted amount of nearly $118.2 million (supplemental and concentration funds) for continued improved and increased service and supports to principally benefit English Learners (EL), foster youth (FY), low-income (LI) students.

The district's unduplicated student percentage is over 63%, and our student groups with the most persistent achievement gaps and greatest need of support comprise even higher percentages of EL, FY and LI students. Given that English Learners, foster youth, and low income students are represented in all of our schools, there is a need to provide systemic, coordinated, and targeted supports and services across the district for these focus students and student groups.

The use of supplemental and concentration funds will be used to provide increased and improved services for the principal benefit of our focus students, and includes:

- Districtwide Services: Designed for the principal benefit of EL, FY, and LI students, but other students may also benefit. For example:
  - Additional support services for students who are not successful in a traditional school environment. Over 85% of students in our continuation schools are either English Learners (EL), low-income or foster youth.
  - Provide enriched and enhanced learning opportunities through Visual and Performing Arts (VAPA).
  - Support EL, FY, and LI students through lowered class size, and targeted professional development at all levels.
  - Provide health and wellness support to enhance educational achievement.
  - Provide social and emotional skills, practices and support at all grade levels.
  - Provide positive school experiences and engagement in school through athletics.
  - Increase and expand positive and behavioral support and restorative justice practices across the district.
  - Provide support for new teachers and training to improve quality teachers and improve retention.
- Focused Strategies: Designed for the principal benefit of EL, FY, and LI students and is focused on particular grade levels, student groups or clusters. For example:

- Provide instructional support and professional development through English Learner Support Teachers (ELSTs), and coordinated services and supports for English Learners.
- Provide enriched and enhanced learning opportunities for college and career readiness at the secondary level.
- Provide language supports to parents, community and students so they are fully informed and engaged in the academic experience.
- Provide Youth Advocacy supports and services.
- Expand middle college opportunities to targeted schools.
- Provide rigorous online learning opportunities and establish innovation centers to reconnect students on a pathway to meaningful graduation.
- Provide access to materials and encourage reading through access to school libraries and materials.

- School Level Strategies: Designed at the school site level for the principal benefit of the school's EL, FY, and LI students. For example:
  - Provide an allocation to each school, proportionate to their unduplicated student counts to provide targeted services including intervention, classroom support, and professional development.
  - Provide an increased allocation of a certificated staff member to schools with greater than 90% EL, FY, LI populations.
  - Provide additional certificated staff in programs that support English Learners as they learn in both English and their primary language.
  - Provide Community Service Officers (CSOs) to schools located in neighborhoods with high crime rates. These schools serve a majority of low income students and CSO support is an integral part of creating a positive school culture and climate within those communities.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

15.19	%

The district's target proportionality percentage for 2016-17 is 15.19%. Services and supports for focus students (unduplicated students – EL, FY and LI) will be increased and improved by at least 15.19%, as compared to services and supports provided to all students. This represents $118.2 million in supplemental and concentration funds.

The district will meet this proportionality percentage through allocated supplemental and concentration funds, representing increased services, of approximately 120.8 million. In addition, improved services will also be provided for focus students to promote equity and excellence for all students, in all schools.

A description and overview of increased and improved services for districtwide, focused, and school based strategies is provided in Section 3a (above).

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1– June 30).

(3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).