

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year X 2017–18 2018–19 2019–20

<u>Estimated Supplemental and Concentration Grant Funds:</u>	\$ 125,625,669	<u>Percentage to Increase or Improve Services:</u>	15.97 %
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Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

The district's target proportionality percentage for 2017-18 is 15.97%. Services and supports for unduplicated students (English Learners [EL], Foster Youth [FY] and Low Income [LI]) will be increased and improved by at least 15.97%, as compared to services and supports provided to all students. This represents \$125.6 million in supplemental and concentration funds.

The district will meet this proportionality percentage through allocated supplemental and concentration funds, representing increased services, of approximately \$126 million. In addition, improved services will also be provided for focus students to promote equity and excellence for all students, in all schools as described below.

Goal 1.1.b.

Multiple Measures and Data - English Learners

1. The Office of Language Acquisition (OLA) will develop and use English Language Development (ELD) Standard proficiency scales for area superintendents, site administrators, English Language Instructional Resource Teachers (ELIRT), classroom teachers, Instructional Leadership Teams (ILT) and Professional Learning Communities (PLC) to continuously analyze and evaluate EL progress. The formative assessment cycle includes teachers and students setting goals to make progress toward the standard, and teachers and students using different assessment tools to monitor progress toward the goal.
2. The ELD Standard proficiency scales will be used with the Common Core State Standards (CCSS) proficiency scales to:
 - a. Monitor the progress of English Learners (EL) including Long Term English Learners (LTEL) and reclassified students.
 - b. Determine the short- and long-term needs of ELs.
 - c. Determine specific actions designed to accelerate EL language acquisition and learning.

Goal 1.2.b.

Support for Early Learning Programs - English Learners, Foster Youth, Low Income

1. The Office of Language Acquisition (OLA) and early literacy staff will design a multi-year implementation model to build early learning language for English Learners (EL) in Grades TK-2. The model has a shared focus on literacy and language development across early learning systems and grades and serves to bridge the achievement gap for all underperforming student groups. High leverage instructional strategies will include structured interactive Read Aloud with explicit word language support across the literacy block (Integrated ELD); connected designated ELD; talk centers; and storytelling/summarizing. The model aligns the Pre-K framework, Common Core State Standards (CCSS), the California English Language Development (ELD) Standards, and the English Language Arts (ELA/ELD) framework. Professional development will support the use and implementation of CCSS and ELD priority standards and proficiency scales. A modified instructional schedule will be implemented to increase the amount of time students are engaged in reading activities and developing academic English language.
2. The district will continue its communication and recruitment strategies to ensure all eligible students participate in Pre-K and TK. The Office of Leadership and Learning, in collaboration with Family and Community Engagement (FACE) will develop professional presentations and videos on the district's early learning programs to inform parents and families of early educational opportunities.

Goal 1.2.c.

Support for Early Learning Programs - English Learners, Foster Youth, Low Income

1. First grade students will receive differentiated instruction to ensure reading proficiency by Grade 3.
2. Lower class sizes will continue to be provided at elementary grades to benefit English Learners (EL), Foster Youth (FY), and Low Income (LI) students.
3. Targeted intervention and support will continue to be provided for at-risk learners including foster youth and low income students.
4. The district will continue to supplement and provide Early Childhood Education services to meet the needs of thousands of low-income families throughout the region.

1.3.b. Support for Student Access to High-Level Coursework Leading to Graduation - English Learners, Foster, Homeless, Low Income

1. Grades 9 and 10 intervention counselors will support at-risk students, including foster, homeless and low income, through well-coordinated reconnection strategies.
2. A comprehensive K-12 guidance plan will be developed that will include Strong and Strength Inventories to unlock the genius in all students, with emphasis on at-risk students. The Comprehensive School Counseling and Guidance Program (CSCGP) will be data-grounded and focused on the

American School Counselor Association (ASCA) national model domains of academic, career, and social/emotional. The CSCGP will be collaboratively designed with counselors during the 2017-18 academic year and aligned to the Integrated Multi-Tiered System of Supports (I-MTSS) emphasizing a balanced approach for program selection, monitoring, and evaluation to align with state and district data points for measuring student progress. Embedded within the CSCGP are a series of grade-level activities framed in essential questions (i.e., Who am I? How can I showcase my strengths and skills? How will I contribute to society?) These activities are designed to expose students to their strengths, interests, and values; help them explore these strengths, interests and values in context; and encourage students to showcase their learning through experience. This combination of actions empowers students to unlock their genius and increase their sense of agency. The CSCGP is predicated on the assertion that every student deserves a quality education preparing them to walk through life as confident contributors empowered to design their own journeys.

3. Counseling services will be centralized under the Office of Secondary Schools to ensure continued monitoring of student progress using multiple measures of student outcomes over time. Tutoring, homework assistance and credit recovery opportunities will be available through the 21st Century CCLC ASSETS grant. Introductory and foundational level CCTE courses will be updated. CPA/Linked Learning/CCPT schools will provide strategic Grade 9 course offerings designed to engage students in career-themed academies, small learning communities, and small schools. The number of guest speakers will be increased to provide enhanced career awareness and foster career pathway interest. Professional development will be provided to ensure vertical alignment between middle schools and high schools.

4. Lower class sizes will continue to be provided at middle grades to benefit English Learners (EL), Foster Youth (FY), and Low Income (LI) students.

Goal 1.4.a.

Supplemental School Allocations for Multiple Levels of Support - English Learners, Foster Youth, Low Income

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 the EL, FY, and LI students. All schools will set goals, design plans for improvement and provide multiple levels of support for all student groups identified in their Single Plans for Student Achievement (SPSAs). School Site Councils (SSCs) will work with school instructional team members in consultation with site advisory groups, including parents and community members, in SPSA development.

Goal 1.5.b.

Additional Intervention and Student Support - English Learners, Foster Youth, Low Income

1. All high school students will have the opportunity to participate in UC 'a-g' approved online courses including Advanced Placement (AP), first time, and credit recovery courses.

2. Additional teachers may be allocated to schools after site enrollment is finalized. One of the factors considered is the numbers of English Learners

(EL), Foster Youth (FY), and Low Income (LI) students.

3. The district will continue to offer additional educational opportunities for students who need academic support and enrichment (e.g., Saturday School, Extended Learning Opportunities).

Goal 1.7.b.

Additional Support for Unduplicated Students (English Learners, Foster Youth, and Low Income)

To provide for improved outcomes and close the achievement gap for unduplicated students with disabilities, the Special Education Division will coordinate, design, and provide for specialized and age-appropriate programs, services, and supports for students, birth to age 5, Grades TK-12, and ages 18-22. Programs and program services will include:

1. 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.
2. Increased emphasis on behavioral supports and systems in schools to reduce the number of suspensions, expulsions and out of school placements (in alignment with the district's restorative practices and PBIS work).
3. The district will continue to provide additional teachers to lower special education caseload and class sizes to focus additional support for English Learners (EL), Foster Youth (FY) and Low Income (LI) students.
4. The district will maintain its focus on centralized support over-represented students within special education, specifically English Learners (EL), Foster Youth (FY) and Low Income (LI) students.

Goal 1.8.a.

Additional Support for English Learners

1. The Office of Language Acquisition (OLA) will collaborate with and inform families and parents to provide organized English Learner (EL) support with an emphasis on:
 - a. Collaborating with schools to engage, sustain, and grow English Learner Advisory Committees (ELAC).
 - b. Providing training and support for the annual testing of English proficiency using the ELPAC.
 - c. Using reclassification rates to set baseline.
 - d. Best first practices for English Learners (EL) identified in the California ELA/ELD Framework.
 - e. Integrated Multi-Tiered Systems of Support (I-MTSS) for English Learner (EL) achievement by utilizing the priority standards and proficiency scales.
 - f. Students with Interrupted Formal Education (SIFE)/Refugee Committee.
2. Area superintendents, Common Core Cluster Support Teachers (CCCST), English Language Instructional Resource Teachers (ELIRT), in collaboration with the Office of Language Acquisition (OLA), will organize to support schools in the prevention of Long Term English Learners (LTEL)

and underperforming reclassification students. English Language Instructional Resource Teachers (ELIRT) and school site English Learner (EL) coordinators will meet to review the reclassification process and expectations, discuss and inform protocol with parents/guardians through site English Learner Advisory Committees (ELAC), and conduct reclassification goal-setting conversations with students. During student-centered coaching cycles, focus on priority standards and proficiency scales for both Common Core and ELD Standards.

3. To promote accelerated English Language Development (ELD), English Learners (EL) will be provided with appropriate Integrated and Designated ELD instruction until they are reclassified as English proficient. Integrated ELD with an emphasis on acquiring academic English (language of the discipline and/or content) will be focused across Grades K-12. At the elementary level, daily Integrated and Designated ELD instruction will be provided utilizing the proficiency standards and proficiency scales. Middle and high school master schedules will provide appropriate courses, levels, and sections of Designated ELD classes to support enrolled English Learners (EL). Schools with high numbers of recently arrived/immigrant students will provide daily Integrated and Designated ELD instruction as well as access to grade level core curriculum, and ensure that they are provided appropriate differentiated instruction.

4. English Language Development instructional specialists (central office secondary team) from the Office of Language Acquisition (OLA) will support selected middle schools offering Academic Language Development (ALD) courses by co-teaching Lucy Calkins Writing Units of Study.

5. The district will continue to offer a Summer School program that provides opportunities and support for acceleration of English Learners (EL).

6. The district will increase written translation and oral interpretation services for families.

7. 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.

8. The Office of Language Acquisition (OLA) will meet with the Students with Interrupted Formal Education (SIFE) and refugee students' committee on a quarterly basis to discuss best practices and strategies to support student progress. The committee, composed of staff, parents, community members and students, will seek solutions for the unique academic social and emotional needs of SIFE and refugee students. (SIFE includes students in Grades 4-12 who have experienced disruptions in their education in their native countries and/or the United States such that they are one or more years behind their grade level peers academically, and/or are unfamiliar with the culture of schooling.)

Goal 1.8.b.

Additional Support for English Learners

1. 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, and secondary world language) and oversight of state and federal requirements. In collaboration with area superintendents and Instructional Support Officers, OLA will identify schools with high percentages of English Learners (EL) and coordinate a student-centered coaching cycle to build teacher capacity to serve English Learners (EL) and record student progress. OLA, with the support of the English Language Instructional Resource Teachers (ELIRT) will provide supports for dual language schools focused on the adopted curriculum for Grades K-3.

Goal 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 (i.e., homeless/foster) to develop a tiered level of support and resources for elementary, middle and high schools within the same articulation pattern.
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 communication with parents/guardians, safety, attendance, basic needs, and barriers to a student's education or academic interventions.
3. The Family and Community Engagement (FACE) team, in collaboration with Children and Youth in Transition (CYT), will develop and provide resources and work with identified families and students (i.e., military, homeless, foster) to offer parent/community engagement opportunities to increase students' academic and social emotional achievement.

Goal 1.10.b.

Additional Support for Low Income Students

1. The Office of Leadership and Learning, in collaboration with Family and Community Engagement (FACE), will develop professional presentations and videos on the district's early learning programs to inform parents and families of educational opportunities.
2. The district will improve graduation rates for African American and Latino students.
3. 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.
4. The district will provide support for parents and families of underachieving African American and Latino students.
5. Project Ujima will continue its support for families through the Center for International Families and Students (formerly Deferred Action for Childhood Arrivals [DACA]).
6. The Family and Youth Advocacy Team will work to identify and explore cultural identities and/or student identified inequities begin building bridges in support of increasing student achievement.
7. The Family and Youth Advocacy Team will engage parents in identifying ways to increase parent engagement through data dialogues, home visits and engaging/educating Family Literacy Strategies to be used in the home.

8. 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.

Goal 2.2.b.

Enriched and Enhanced Learning Opportunities - English Learners, Foster Youth, Low Income

1. In addition to the core content areas of math, science, English/Language Arts, social studies, visual and performing arts (VAPA) 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; 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.

2. The district will continue to implement the Strategic Arts Education Plan to promote artistic literacy, innovation, creativity and excellence in visual and performing arts instruction by providing a standards-based, sequential TK-12 arts experience for all students. The Visual and Performing Arts (VAPA) Department will support the highest quality arts education in dance, music, theatre, and visual arts, providing services in curriculum and instruction, professional development and community collaboration. To support music education, VAPA will continue to manage a team of itinerant instrumental and choral music educators that will equitably serve elementary schools, open a new district music library, acquire new musical instruments, and purchase band uniforms for high schools.

3. The district will continue to provide additional support for Lincoln High School.

4. The district will continue to provide transportation services for eligible students participating in programs that provide opportunities for English Learners (EL), Foster Youth (FY) and Low Income (LI) students.

Goal 2.4.b.

Instructional Resources and Materials - English Learners, Foster Youth, Low Income

1. Library services will continue to be offered to meet the needs to English Learners, Foster Youth and Low Income students.

Goal 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, including Structured English Immersion (SEI), dual language/biliteracy, and Advanced Placement (AP).

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 continue to be provided.
4. The Academic Language Development (ALD) course will be supported at the middle and high school levels for Long Term English Learners (LTEL) by utilizing the priority standards and proficiency scales. Office of Language Acquisition (OLA) English Language Development Instructional Specialists (central office secondary team) will support selected middle schools offering ALD courses by co-teaching Lucy Calkins Writing Units of Study. Long Term English Learners (LTEL) will receive targeted Academic Language Development (ALD) courses with support from OLA.
5. The Office of Language Acquisition (OLA) will continue to implement a strategic plan for Pre-K - Grade 3 language instruction pathways (e.g., English Learner [EL] grade level goals, biliteracy and dual language instructional programs) through area meetings with site administrators and community cluster meetings to gather input and feedback on pathway development, and discussions to set the preconditions for selected elementary and middle schools to increase and strengthen biliteracy and dual language pathways.

Goal 3.1.b.

Acquire, Develop, and Retain Classroom Teachers, Certificated Support Personnel, and Site Administrators - English Learners, Foster/Homeless Youth, Low Income Students

1. The district will continue to increase the size, stability, and quality of the teacher applicant pool through targeted outreach and support, such as:
 - a. Working with universities to assign student teachers to schools with large numbers of English Learners (EL), homeless/foster, and Low Income (LI) youth.
 - b. Bilingual educator events.

Goal 4.1.b.

Provide for Social and Emotional Needs: Counseling, Guidance, and Behavioral Support - English Learners, Foster/Homeless, Low Income

1. The district will provide additional intervention counselors for high need schools with high percentages of English Learners, Foster/Homeless youth and Low Income students. (i.e., Crawford, Hoover, Lincoln, Morse and San Diego High Schools).
2. The district will continue to provide counseling, psychological and guidance services that address student social and emotional needs.
3. The district will implement an Early Warning System to improve student attendance and identify alternative placement opportunities. A centralized intake process for all alternative placements will be created to improve service delivery districtwide.
4. The district will continue to provide support, case management and referrals for ongoing mental health treatment, in conjunction with other site-based behavioral and support resources and services.

5. Continued refinements will be made to the elementary counseling program to increase student academic, social emotional and college, career and community readiness for high school.

Goal 4.2.b.

Provide for Student Health and Wellness - English Learners, Foster Youth, Low Income

1. The district will continue to provide district nurses to promote physical and mental health and support the emotional well-being of students.

Goal 4.3.a.

Additional Support for Youth in Transition - Foster/Homeless

1. The district will continue to provide coordinated and collaborative support services to youth in transition (homeless, foster, probation, refugee, military) and will monitor academic progress, attendance rates and behavioral data.

2. Children and Youth in Transition (CYT) staff will work with area superintendents, supporting departments and school sites to develop tiered interventions and resources to address the unique needs of youth in transition, such as safety, attendance, basic needs (i.e., food, clothing), transportation and other barriers to educational success.

3. The district will continue to provide trauma informed care for students and professional development for staff to ensure effective implementation. Trauma informed care is grounded in and directed by a thorough understanding of the neurological, biological, psychological and social effects of trauma and the prevalence of these experiences in a student's life.

4. The district will continue to provide staff with professional development on laws and topics specific to homeless and foster youth (e.g., AB 490, McKinney Vento Act, graduation requirements).

5. Area superintendents will work the Children and Youth in Transition (CYT) staff to develop a comprehensive plan for school sites to ensure access and equity for foster, homeless, military, refugee, and students participating in the Home/Hospital program. The plan will include development of a site-level resource binder to assist with enrollment, academic, mentor and partnership resources for supporting students in transition. A pilot process will be used to build capacity and principal leadership focused on students in transition, including professional development for school staffs in developing site-specific strategies to support youth in transition.

Goal 4.3.b.

Additional Support for Youth in Transition - Foster/Homeless

1. The district will continue to provide coordinated and collaborative support services to youth in transition (homeless, foster, probation, refugee, military) and will monitor academic progress, attendance rates and behavioral data.

2. Children and Youth in Transition (CYT) staff will work with area superintendents, supporting departments and school sites to develop tiered interventions and resources to address the unique needs of youth in transition, such as safety, attendance, basic needs (i.e., food, clothing), transportation and other barriers to educational success.
3. The district will continue to provide trauma informed care for students and professional development for staff to ensure effective implementation. Trauma informed care is grounded in and directed by a thorough understanding of the neurological, biological, psychological and social effects of trauma and the prevalence of these experiences in a student's life.
4. The district will continue to provide staff with professional development on laws and topics specific to homeless and foster youth (e.g., AB 490, McKinney Vento Act, graduation requirements).
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Goal 4.5.b.

School Support Staff and Resources - All Students

1. Bilingual staff will promote effective engagement and communications for English Learner (EL) parents and families.

Goal 5.1.b.

Meaningful Engagement and Participation - English Learners, Foster/Homeless, Low Income

1. The Family and Community Engagement (FACE) Team will work in conjunction with the Office of Language Acquisition (OLA) and the Finance Department to facilitate and provide tools, resources, and training needed to establish and implement effective school and district level committees, including English Learner Advisory Committees (ELAC/DELAC), School Site Councils (SSC), and the District Advisory Council for Compensatory Education (DAC).
2. The FACE Team and schools will engage English Learner (EL), foster/homeless and low income families to better understand the education system, to ensure students are college and career ready (i.e., guidance on navigating the school system, Common Core and other new content standards, UC 'a-g' and graduation requirements, district goals, etc.).
3. The FACE Team, in collaboration with Children and Youth in Transition (CYT), will develop and provide resources and work with identified families and students (i.e., military, homeless, foster) to offer parent/community engagement opportunities to increase students' academic and social emotional achievement.

Goal 5.3.a.

Translation and Interpretation Services - English Learners

1. Translation and interpretation services will continue to be provided to facilitate effective communication, engagement, and participation for all stakeholders.
2. The district will continue to 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 maintain staffing and resources for the Translation Department to more effectively serve a wider range of language groups and needs.