

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

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*“User Friendly” Format*

**San Diego Unified School District**



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

Metrics	Actions	Budgeted Expenditures	
<p><b>1. EL reclassification rates</b> and numbers at school and district level – Baseline (10.5) + 20%.</p> <p><b>2. ELs making at least one year’s Progress in learning English</b> – Baseline (58%) + 10%.</p> <p><b>3. ELs Achieving Proficiency in English</b> - &lt;5 Years cohort: Baseline (24.6%) + 10%; 5+ Years cohort: Baseline (43.5%) + 10%</p> <p><b>4. Long-term ELs (LTELs) achieving proficiency in English</b> – Continuous enrollment (establish baseline); Interrupted enrollment (establish baseline).</p> <p><b>5. California Assessment of Student Performance and Progress</b> - Establish baseline.</p> <p><b>6. High school graduation rates</b> – Baseline (87.9%) + 2 pts.</p> <p><b>7. High school dropout rates</b> – Baseline (5.2%) - 10%.</p> <p><b>8. Early Assessment Program results</b> – Baselines (ELA=42%; Math=48%) + 20%.</p> <p><b>9. Middle school dropout rates (Grade 8)</b> – Baseline (0.16%) - 20%.</p> <p><b>10. Academic Performance</b></p>	<p><b>1.1.a. Multiple Measures and Data – All Students</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>Central office staff supports area superintendents, principals, and school staffs to design site-based assessment systems that promote a culture of revision and continuous improvement of student learning.</li> <li>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.</li> <li>Develop, monitor, and refine an information intelligence system that will provide for real-time data, reporting, and dashboards.</li> <li>Identification for GATE eligibility to include the use of multiple measures.</li> </ol> <p><b>1.1.b. Multiple Measures and Data – Student Groups</b></p> <ol style="list-style-type: none"> <li>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: <ol style="list-style-type: none"> <li>Monitor the progress of English Learners (EL) including Long-Term English Learners (LTELs) and reclassified students.</li> <li>Determine the short- and longer-term needs of English Learners (ELs).</li> <li>Determine specific actions designed to accelerate language acquisition and learning for English Learners (EL).</li> </ol> </li> <li>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.</li> <li>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. <ol style="list-style-type: none"> <li>Multiple data points are used to represent various sub-groups within students with disabilities.</li> </ol> </li> </ol>	<p>LCFF Base</p> <p>LCFF S/C</p> <p>Title I</p>	
		<p><b>1.2.a. Support for Early Learning Programs – All Elementary Schools</b></p> <ol style="list-style-type: none"> <li>Develop and implement a well-articulated pathway from pre-school through grade 3, including primary language instruction (e.g., English Learner [EL] grade level goals, biliteracy and dual language instructional programs).</li> </ol> <p><b>1.2.b./1.2.c. Support for Early Learning Programs – Student Groups</b></p> <ol style="list-style-type: none"> <li>Lower class size in grades Transitional Kindergarten (TK)-3.</li> </ol>	<p>LCFF Base</p> <p>LCFF S/C</p>

<p><b>Index</b> (as allowed by AB484) - Establish baseline when available.</p> <p><b>(bold</b> denotes state-required metrics)</p>	<ol style="list-style-type: none"> <li>2. 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.</li> <li>3. Provide targeted intervention and support for at-risk learners, including support in the language(s) of instruction and/or primary language.</li> <li>4. Provide professional development for teachers directed at student centered teaching, intervention, and support.</li> <li>5. Improve outcomes for TK and K students with disabilities by providing access to age-appropriate educational opportunities with non-disabled peers.</li> <li>6. Provide communication and recruitment strategies to ensure all eligible students participate in pre-K and TK.</li> <li>7. Pilot a multi-year implementation of the Sobrato Early Academic Language (SEAL) program to build the capacity of TK-3 language and literacy skills for English Learners (EL).</li> </ol>	
	<p><b>1.3.a. Support for Secondary Student Access to High-Level Coursework Leading to Graduation – All Middle and Senior High Schools</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol> <p><b>1.3.b. Support for Secondary Student Access to High-Level Coursework Leading to Graduation – Student Groups</b></p> <ol style="list-style-type: none"> <li>1. Counselors and support staff monitor student progress toward graduation and access to advanced pathways.</li> <li>2. Central office and secondary school staffs work collaboratively to identify and implement best practices that improve the outcomes for 9<sup>th</sup> grade students at every high school.</li> <li>3. Schools with high percentages of students off-track to graduate will have an additional 9<sup>th</sup> and 10<sup>th</sup> grade counselor to support students to remain on track and develop a college-going culture.</li> <li>4. Increased counselor allocations are provided to all middle and high schools.</li> <li>5. Area superintendents, principals, Office of Secondary Schools, and counselors (along with the Special Education Department and Office of Language Acquisition [OLA]) work in partnership to ensure that appropriate structures, supports, and resources are in place for all students to access rigorous ‘a-g’ coursework, support and interventions, stay on track to graduate, and are prepared for college and career opportunities. <ol style="list-style-type: none"> <li>a. Develop and implement well-articulated pathways for grades 6-12 designed to meet the continuum of needs for students toward graduating college and career ready.</li> </ol> </li> <li>6. Design and pilot high school innovation centers to reconnect students on a pathway to meaningful graduation that meets a continuum of individual needs including enrichment, acceleration, and intervention.</li> </ol>	<p>LCFF S/C</p> <p>Title II</p>
	<p><b>1.4.a. Supplemental School Allocations for Multiple Levels of Support – Student Groups</b></p> <p>Schools provide for multiple levels of support, including differentiated instructional practices, to meet the needs of all learners.</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Schools that are comprised of at least 90% English Learners (EL), foster youth (FY), and/or low income (LI) students</li> </ol>	<p>LCFF S/C</p> <p>Title I</p>

<p>will receive one additional certificated position to provide support. Schools will determine and select the position to meet the specific student needs.</p> <p><b>1.4.b. Supplemental School Allocations for Multiple Levels of Support – Title I Schools</b></p> <p>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.</p>	
<p><b>1.5. Additional Intervention and Student Support – All Students/Groups</b></p> <ol style="list-style-type: none"> <li>1. Provide a Summer School program to support credit completion and on-time graduation, serve the special needs of students with disabilities, and provide opportunities for support and acceleration for ELs.</li> <li>2. Provide online learning opportunities.</li> <li>3. Provide counseling services to support academic, emotional, and personal needs of students.</li> <li>4. Provide nursing services to support the academic, health and wellness needs of students.</li> <li>5. Partner at-risk youth with a mentor to monitor attendance, behavior, and school performance.</li> <li>6. Expand and support 1-to-1 digital tools to foster differentiated learning and any-time access to learning.</li> <li>7. Provide all schools, site administrators and area superintendents support in the development and implementation of quality Response to Instruction and Intervention (RTII) programs.</li> </ol>	<p>LCFF S/C</p> <p>Title I</p>
<p><b>1.6 Cultural Proficiency</b></p> <ol style="list-style-type: none"> <li>1. Provide cultural proficiency training, partnering with the National Equity Project (NEP), that recognizes personal bias and discriminatory practices and equips staff to effectively engage with the diversity of students, staff, and families within our district.</li> <li>2. Use 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.</li> <li>3. Through equity leadership, redesign our school district to: <ol style="list-style-type: none"> <li>a. Remove the predictability of success or failure that currently correlates with race, socio-economic status, and any other social or cultural factor.</li> <li>b. End inequitable practices, addressing individual and systemic biases, and creating inclusive multi-cultural school environments for adults and children.</li> <li>c. Discover and cultivate the unique talents and interests that everyone possesses.</li> </ol> </li> </ol>	<p>Title II</p>
<p><b>1.7.a/1.7.b/1.7.c. Additional Support for Students with Disabilities – All Student Groups</b></p> <p>To provide for improved outcomes and close the achievement gap for students with disabilities, the Special Education Department coordinates, designs, and provides for specialized and age-appropriate programs, services, and supports for students; birth to age 5, TK – 12, and ages 18 – 22. Programs and program services include:</p> <ol style="list-style-type: none"> <li>1. Provide special education teachers and assistants (e.g., mild/moderate, moderate/severe, resource specialists,</li> </ol>	<p>LCFF Base</p> <p>LCFF S/C</p>

	<p>deaf and hard of hearing).</p> <ol style="list-style-type: none"> <li>2. Provide additional student support services (e.g., occupational therapy, physical therapy, nursing services, speech and language, and services for the visually impaired).</li> <li>3. Provide instructional support, including: <ol style="list-style-type: none"> <li>a. Resource and support staff to identify, develop, and provide professional development, coaching, and instructional tools and resources.</li> <li>b. Site administrators to provide guidance, leadership, and support for each area.</li> <li>c. The special education trans-disciplinary team providing training and support to schools for English Learners with disabilities and monitoring and refining a comprehensive evaluation process for referrals, identification and placement, and appropriate services.</li> <li>d. Extended School Year (Summer School program).</li> <li>e. Specialized equipment, tools and resources to meet the instructional or physical needs of students.</li> </ol> </li> <li>4. Provide dedicated translators and interpreters, trained to communicate specialized elements of special education.</li> <li>5. Provide central office support for program implementation, technical support, and oversight for state and federal requirements.</li> <li>6. Offer a variety of specialized settings (e.g., Riley, New Dawn, Marcy Center, Whittier Center)</li> <li>7. Develop, implement, and monitor Individualized Educational Plans (IEPs), including documentation and adherence to requirements and timelines.</li> <li>8. Using the specific recommendations of the special education department’s WestEd study for the purposes of improvement (i.e., appropriate staffing supports, service delivery models, training, etc.).</li> </ol>	
	<p><b>1.8 Additional Support for English Learners (EL)</b></p> <ol style="list-style-type: none"> <li>1. English Learner supports will be organized to provide focused cluster-based support with an emphasis on: <ol style="list-style-type: none"> <li>a. Developing highly engaged English Learner Advisory Committees (ELACs).</li> <li>b. Increased reclassification rates.</li> <li>c. Support for annual testing of English proficiency.</li> <li>d. Response to Instruction and Intervention (RTII) process for English Learner achievement.</li> <li>e. Best first practices to support English Learners (EL).</li> </ol> </li> <li>2. Area superintendents, Common Core Cluster Support Teachers (CCCSTs), English Learner Support Teachers (ELSTs), in collaboration with Office of Language Acquisition (OLA) English Learner 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. <ol style="list-style-type: none"> <li>a. ELSTs in collaboration with site principal and English Learner (EL) coordinator conduct California English Language Development Test (CELDT) conversations that focus on goal setting and proficiency expectations for passing the CELDT assessment.</li> <li>b. ELSTs in collaboration with the site English Learner (EL) coordinator meet with individual students to review reclassification expectations.</li> <li>c. Parents/guardians are Informed of their child’s potential reclassification status and focus areas that the student, teacher, English Learner (EL) coordinator and/or ELST have determined.</li> </ol> </li> <li>3. To promote accelerated English language development, provide English Learners (EL) with appropriate <i>Designated</i> and <i>Integrated</i> English Language Development (ELD)* until they are reclassified as English proficient: <ol style="list-style-type: none"> <li>a. Elementary schools: provide daily, designated and integrated ELD instruction.</li> </ol> </li> </ol>	<p>LCFF S/C</p> <p>Title III</p>

- b. 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 English Learners (EL) and integrated ELD.
  - c. New Arrival Centers: Schools with high numbers of recently arrived/immigrant students provide daily, designated and integrated ELD instruction as well as access to grade level core curriculum.
  - d. K-12: Integrated ELD (academic language development across all disciplines).
  - e. \*See California Department of Education (CDE) – English Language Arts (ELA)/ELD Framework.
4. To provide for improved outcomes for English Learners (EL), the Office of Language Acquisition (OLA) collaborates with district staff and designs, coordinates, supports, monitors, and provides 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 of state and federal requirements.
    - a. The Office of Language Acquisition (OLA) and area superintendents identify schools with high percentages of English Learners (EL) for ELSTs to conduct a learning cycle alongside the classroom teacher to build teacher capacity to serve ELs.
    - b. The Office of Language Acquisition (OLA) and ELSTs provide supports for biliteracy schools.
  5. Continue to provide and expand access to specialized courses at the middle and senior high level to promote English Learner (EL) achievement, including:
    - a. Academic Language Development (ALD)
    - b. Spanish for Spanish Speakers
  6. Provide summer school English as a Second Language opportunities for remediation or acceleration that provide English Learners (EL) with access to pathways that lead to timely completion of district graduation/’a-g’ requirements.
  7. Provide translation and interpretation services for families.
  8. Develop an academic English Learner master plan that includes student expectations, grade level goals and well-articulated pathways for 21<sup>st</sup> Century college and career readiness, using a multi-year community and stakeholder inquiry process (GradNation).

**1.9 Additional Support for Foster Youth**

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

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

1. Provide communication and recruitment strategies to ensure all eligible students participate in pre-K and TK.
2. Recruit teachers and staff who are reflective of and possess the cultural proficiency to effectively engage our diverse student population.
3. Through collaborations with the Race Human Relations and Advocacy Department, central office and school staff, build the cultural proficiency of all staff to effectively engage with the diversity of our students, families, and staff.
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.
5. Expand restorative justice and Positive Behavioral Interventions and Support (PBIS) to promote effective and positive behavior support.
6. Develop a robust mentoring program that engages district staff, advocacy groups, and other community members to serve as trained mentors to increase the academic and social success of African, 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 students to connect to organizations and events in the broader community.
8. Develop Ethnic Studies courses that meet the 'a-g' elective history requirement. Begin an Ethnic Studies pathway that culminates with students taking college-level Ethnic Studies courses.
9. Support the goals of the Pledge to Improve the Achievement of Young Men of Color Plan, as indicated below:
  - a. Increase enrollment of males of color in early learning programs (i.e., Pre-K, TK).
  - b. Increase enrollment of males of color in advanced courses (e.g., Advanced Placement [AP], International Baccalaureate [IB], college classes, and College, Career and Technical Education [CCTE] capstone courses).
  - c. Develop an Ethnic Studies introductory course, using culturally-empowering curriculum.
  - d. Develop culturally-relevant curricula products (i.e., lesson plans and resources).
  - e. Continue to monitor the progress of males of color using formative assessments and other measures, intervening when students are not demonstrating growth.
  - f. Increase diversity of all staff.

LCFF S/C

Title I

Title II

Working

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

Metrics	Actions	Budgeted Expenditures
<p><b>1 Availability of standards aligned instructional materials</b> - Maintain at 100%.</p> <p><b>2 Completion of 'a-g' course sequence with grades of C or higher – Baseline (51%) + 10%.</b></p> <p><b>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%).</b></p> <p><b>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%.</b></p> <p><b>5 Career Technical Education (CTE) course sequence completion (seniors passed 3 or more courses) – Baseline (29%) + 20%.</b></p>	<p><b>2.1 Pathways to College and Career Readiness</b></p> <ol style="list-style-type: none"> <li>1. Provide for coherent and well-articulated programs and course pathways within and across all grade levels.</li> <li>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.</li> <li>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).</li> <li>4. Ensure a meaningful graduation by promoting student agency in all 8<sup>th</sup> and 10<sup>th</sup> grade students through a work-based learning experience that results in the development of an 8<sup>th</sup> grade agency plan and a 10<sup>th</sup> grade post secondary/financial plan.             <ol style="list-style-type: none"> <li>a. Through a partnership with the San Diego Workforce Partnership, Qualcomm, UCSD Extension, Junior Achievement, and Project Lead the Way, all 8<sup>th</sup> and 10<sup>th</sup> grade students will leave middle and high school with a personalized college and career experience that will help them identify their strengths and interests in an effort to ensure that every student has the opportunity to unlock their personal genius and enter high school and college/career with the beginning of a plan that will lead to post secondary success and a meaningful graduation.</li> <li>b. Each student in grade 8 visits UCSD Extension or Qualcomm and takes the strength inventory via Thrively. The results of his/her strength inventory will be revealed and each student will engage in an opportunity that connects them to their strengths/interests as it relates to the San Diego workforce. An agency plan is created to bring to their high school counselors.</li> <li>c. Students in grade 10 will take the Super Strong Inventory at Junior Achievement 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.</li> </ol> </li> </ol> <p><b>2.2.a./2.2.b./2.2.c. Enriched and Enhanced Learning Opportunities – All Students/Groups</b></p> <ol style="list-style-type: none"> <li>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]).</li> <li>2. Provide for coherent enhanced/extended learning opportunities including: Linked Learning, College, Career and Technical Education (CCTE), Junior Reserve Officer Training Corps (JROTC), Gifted and Talented Education (GATE), Advanced Placement (AP), International Baccalaureate (IB), biliteracy, dual language, and world language programs, Visual and Performing Arts (VAPA), instrumental music, Advancement Via Individual Determination (AVID), Science Technology Engineering Arts Math (STEM/STEAM), Next Generation Science Standards (NGSS), Physical Education (PE), Civics Education, Athletics, and outdoor learning opportunities.</li> <li>3. Develop Ethnic Studies courses that meet the 'a-g' elective history requirement. Continue partnering with the San Diego Community College District to provide capstone courses for the Ethnic Studies pathway.</li> </ol>	<p>LCFF Base</p> <p>LCFF S/C</p> <p>Title I</p>



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

Grade	Ds	Fs
<b>6</b>	7.0	4.5
<b>7</b>	8.3	6.7
<b>8</b>	8.9	6.9
<b>9</b>	8.2	15.4
<b>10</b>	8.4	10.2
<b>11</b>	7.5	6.9
<b>12</b>	5.8	2.7

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

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

4. Sites collaborate with the district GATE Department to plan, clarify, and improve the GATE program.
5. Provide Visual and Performing Arts opportunities to selected Title I schools.
6. Begin a yearly band uniform replacement rotation cycle.
7. Provide additional musical instruments.
8. Provide additional Visual and Performing Arts support in vocal music, dance, and theater.

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

1. Review, update and monitor the district’s course of study to fully align with the Common Core and ELD State Standards, the Next Generation Science Standards (NGSS), and the University of California/California State University (UC/CSU) ‘a-g’ requirements.

LCFF Base

LCFF S/C

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

1. Develop and refine standards aligned, core content and course curriculum maps, tools, and guides, including access to quality digital tools and reputable online resources in service of effective teaching and learning for diverse groups.
2. Leadership and staff develop and implement curriculum, educational collections, and resources that provide programs and services that are inclusive of the needs of all students in the communities they serve.

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

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

LCFF Base

LCFF S/C

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

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

Lottery:  
Instructional  
Materials

**2.5. Additional Support for English Learners**

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

LCFF S/C

	<p><b>2.6. Instructional Programs and Services for Students with Disabilities</b></p> <ol style="list-style-type: none"> <li>1. Provide for quality, appropriate educational programs, services, and supports to ensure access to a broad and challenging curriculum for students with disabilities.</li> <li>2. Provide, refine, and monitor course placement and pathways (birth-age 22) of students with disabilities.</li> <li>3. Ensure well-articulated special education services that include access to advanced courses and learning opportunities that lead to college and career readiness.</li> </ol>	
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Working Draft Document

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

Metrics	Actions	Budgeted Expenditures
<b>1. Percentage of fully credentialed teachers.</b> Baseline (95.6%) + 10% of (100 - baseline) <b>2. Rate of teacher mis-assignments -</b> Maintain at 0%. (bold denotes-state required metric)	<b>3.1.a./3.1.b. Acquire, Develop, and Retain Classroom Teachers, Certificated Support Personnel, and Site Administrators</b> <ol style="list-style-type: none"> <li>1. Expand the size, stability, diversity, and quality of the teacher applicant pool through improved outreach and support for multiple pathways into teaching.               <ol style="list-style-type: none"> <li>a. Explore options to recruit early, broaden recruitment venues, and craft a compelling message about incentives and opportunities.</li> <li>b. Strengthen partnerships with existing university-based teacher preparers and organizations that foster teacher development among students from diverse backgrounds.</li> </ol> </li> <li>2. Ensure that the best candidates are identified and offered positions in timely fashion through more streamlined and focused hiring practices.</li> <li>3. Build early interest in, and capacity for, teaching by strengthening existing pre-collegiate programs.</li> <li>4. Regularly monitor potential barriers to initial and continued employment.</li> <li>5. Evaluate the strength of the teacher pipeline.               <ol style="list-style-type: none"> <li>a. Determine, monitor, and analyze data to determine needs for all stages and programs in pipeline.</li> <li>b. Identify data tools and collection responsibilities.</li> <li>c. Collaborate with outside partners as input and analysis indicates.</li> <li>d. Disseminate and use data to improve efforts.</li> </ol> </li> </ol>	LCFF Base
	<b>3.2.a./3.2.b. Develop Capacity of Beginning Teachers and Teachers in Need of Support</b> <ol style="list-style-type: none"> <li>1. Provide district support for beginning teachers and interns, and peer assistance to effectively teach diverse student groups.</li> <li>2. Provide the Beginning Teacher Support and Assessment (BTSA) program.</li> <li>3. Provide Peer Assistance and Review (PAR).</li> <li>4. Collaborate and partner with universities for developing teachers including interns and student teachers.</li> </ol>	LCFF S/C  Title II
	<b>3.3.a./3.3.b. District Systems to Develop Instructional Capacity</b> <ol style="list-style-type: none"> <li>1. Provide systems of support at the school and district level to enhance instructional practices, professional learning, attendance, and success.</li> <li>2. Support site-based professional learning through Professional Learning Communities (PLC).</li> <li>3. Provide cluster-level support and learning opportunities through Common Core cluster support teachers (CCCST), English Learner Support Teachers (ELST), and other district staff.</li> </ol>	LCFF Base  Title II
	<b>3.4.a./3.4.b. Develop Leadership Capacity</b> <ol style="list-style-type: none"> <li>1. Area superintendents and school leaders participate in a comprehensive professional development plan to support</li> </ol>	LCFF Base

	<p>instructional leadership directed at improved teaching and learning in the classroom (e.g., the 5 Dimensions of Teaching and Learning, Learning Cycles, Leadership Practices).</p> <ol style="list-style-type: none"> <li>2. School leaders participate in regular Professional Learning Communities (PLC) to plan, design lessons, examine student data, and engage in collaborative learning structures and processes.</li> <li>3. Supports are provided at multiple levels of leadership to foster positive and collaborative student and staff relationships, positive school climate, and students' academic success.</li> <li>4. Teacher development group to provide principal coaching in math at selected sites.</li> </ol>	LCFF S/C
	<p><b>3.5.a./3.5.b. Professional Development – Standards, Instruction, and Support</b></p> <ol style="list-style-type: none"> <li>1. Schools develop, monitor, and refine a Site Professional Development Plan with a clear emphasis on the successful implementation of the Common Core and English Language Development (ELD) state standards and high levels of student achievement. <ol style="list-style-type: none"> <li>a. Sites create Professional Learning Communities (PLC) tailored to the needs of their students.</li> </ol> </li> <li>2. Common Core support teachers, English Learner Support Teachers (ELST), English Learner (EL) resource teachers, and Special Education project resource teachers collaborate and work alongside principals, teachers, and school staffs to build capacity around student-centered practices and state common core, ELD, Next Generation Science Standards (NGSS), and other core content areas. RELY (resource library), online professional development modules will be available to support teaching and learning. <ol style="list-style-type: none"> <li>a. Release time will be provided for every elementary school to attend capacity builder professional development in literacy and mathematics.</li> </ol> </li> <li>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. <ol style="list-style-type: none"> <li>d. Professional development to include ELSTs and classroom teachers.</li> <li>e. Professional development targeted toward new arrival students and New Arrival Centers.</li> </ol> </li> <li>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.</li> <li>5. The Special Education Department, the Office of Leadership and Learning, the Office of Secondary Schools, the Office of Language Acquisition (OLA), and area superintendents collaborate to support schools in providing quality professional learning and instructional support for students with disabilities and English Learners (EL). <ol style="list-style-type: none"> <li>a. Cross-training teams (special educators and general educators) engage in professional learning in literacy at the elementary level (for Year 1).</li> </ol> </li> <li>6. Provide supports and training for special and general education teachers and support staff who teach and support students with special needs, including students with disabilities, English Learners (EL), and gifted and talented students.</li> <li>7. Provide relevant professional learning for all support staff to build capacity to efficiently and effectively perform their duties to support student learning.</li> <li>8. Provide professional development on laws and topics pertaining to foster youth (e.g., AB 490, graduation requirements, trauma informed care resources).</li> <li>9. Provide district staff with needed information, resources, and services to support the education of foster youth.</li> <li>10. Provide professional development for Reading and Writing Workshop provided by Teachers College at Columbia</li> </ol>	<p>LCFF Base</p> <p>Title I</p> <p>Title II</p>

	University for TK-8 teachers. 11. Develop a new teacher evaluation tool based on professional growth. 12. Teacher development group to provide teacher training at selected sites to build capacity in math.	
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Working Draft Document

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

Metrics	Actions	Budgeted Expenditures
<p>1. <b>School Climate Survey</b> - Establish criteria and baselines for various constructs (e.g., safety from available school climate surveys).</p> <p>2. <b>Suspension Rates</b> – Baseline (5.6%) - 10%.</p> <p>3. <b>Number of Expulsions</b> – Baseline (107) - 10%.</p> <p>4. <b>Student attendance rates</b> – Baseline (95.83%) + .25.</p> <p>5. <b>Chronic absentee rates</b> – Baseline (10.24%) - 10%.</p> <p>6. <b>Facilities Inspection Tool</b> (% of schools at ‘Good’ or better) - 100% of schools will be at the “Good” or better rating on the FIT.</p> <p>7. School Safety Plan – Percent of schools with compliant school safety plans. Maintain at 100%</p> <p><b>(bold denotes-state required metric)</b></p>	<p><b>4.1.a. Provide for Social and Emotional Needs: Counseling, Guidance, and Behavioral Support – All Students</b></p> <ol style="list-style-type: none"> <li>Provide counseling, psychological and guidance services that address student social and emotional needs.</li> <li>Provide support systems for improved student attendance and alternative placement opportunities.</li> </ol> <p><b>4.1.b. Provide for Social and Emotional Needs: Counseling, Guidance, and Behavioral Support – Groups</b></p> <ol style="list-style-type: none"> <li>Provide additional counselors for high need schools.</li> <li>Provide support, case management, and referrals for ongoing mental health treatment and support.</li> <li>Provide behavior support resources.</li> <li>Expand restorative justice and Positive Behavioral Intervention and Support (PBIS) to more schools.</li> <li>Provide additional, focused support for students with disabilities, including mental health and behavior support services, and PBIS collaboration.</li> <li>Create a comprehensive elementary counseling model that increases the Tier 1 academic, social emotional and college and career readiness areas. <ol style="list-style-type: none"> <li>Provide an equitable base of elementary school counseling supports at all sites – increase allocations in a phased approach with high priority sites identified in the first phase.</li> <li>Utilize a research-based social emotional curriculum across the district at the elementary level.</li> <li>Provide a tiered level of support utilizing a comprehensive counseling program.</li> <li>Provide increased support with school climate approaches that improve Tier 1 such as Positive Behavior Interventions and Supports (PBIS), restorative justice, trauma informed care, and learning partnerships in connection to the district equity lens.</li> <li>Expand behavioral support resources to provide access to more general education concerns.</li> </ol> </li> <li>Increase opportunities for all teachers and classified staff to learn and utilize universal Tier 1 strategies to create a proactive method of addressing behavioral challenges. Some strategies may include: restorative circles and conferences, Positive Behavior Interventions and Supports (PBIS), trauma informed care practices, development of learning partnerships, increased support from school counselors and other support staff.</li> </ol>	<p>LCFF Base</p> <p>LCFF S/C</p>
		<p><b>4.2.a./4.2.b. Provide for Student Health and Wellness</b></p> <ol style="list-style-type: none"> <li>Provide nursing services.</li> <li>Provide health clinics and collaboration.</li> <li>Implement the comprehensive district wellness policy to provide additional student and staff knowledge and supports by creating a site committee focused on wellness, utilizing an assessment to determine an action plan related to wellness, providing annual professional development focusing on identified needs, and highlighting the benefits of</li> </ol>

	<p>physical education and proper nutrition to promote comprehensive wellness.</p> <ol style="list-style-type: none"> <li>4. Provide additional focused support for students with disabilities.</li> <li>5. Provide additional focused support for students with significant health needs using the acuity model.</li> <li>6. Provide additional nursing services for high need schools.</li> <li>7. Launch Wellness Centers at each high school over the next three years to provide a coordinated space for services that support student and family wellness in partnership with community organizations. Supports will be extended to the elementary and middle schools in each cluster. This will be a phased approach with six sites opening each year, beginning with six high priority high schools. There will be a need for a coordinator at each site to facilitate the complex process in addition to support in creating a welcoming and useful space for the families and communities to access.</li> </ol>	
	<p><b>4.3 Additional Support for Youth in Transition</b></p> <ol style="list-style-type: none"> <li>1. Provide coordinated and collaborative support services to youth in transition (homeless, foster, probation, refugee, military), including resource teachers to work alongside area superintendents and supporting departments to monitor academic progress, attendance rates, and behavioral data of youth in transition and to develop a tiered level of support and resources at school sites with high concentrations of youth in transition.       <ol style="list-style-type: none"> <li>a. A Children and Youth in Transition 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.</li> </ol> </li> <li>2. Coordinate and collaborate with school personnel to develop and refine processes to ensure that students in transition are identified at school sites and provided with the necessary supports and resources for educational success. Resources and supports can include linkages or access to tutoring, mental health, medical, basic needs (i.e., clothing, food), school supplies, and transportation to school of origin.</li> <li>3. Mentor teachers will be located at five high schools (Crawford, Hoover, Lincoln, Morse and San Diego) and paired with at-risk youth identified as homeless, foster and/or probation to monitor attendance, behavior, school performance and progress toward graduation.       <ol style="list-style-type: none"> <li>a. Four mentor teachers will be assigned to the five schools in 2016-17 and within three years, one mentor teacher will be assigned to each high school.</li> </ol> </li> <li>4. Trauma informed care professional development will be offered to all district staff as a first level of support, awareness and knowledge that is in alignment with the district’s implementation of Positive Behavioral Interventions and Supports (PBIS), Response to Instruction and Intervention (RTII), and restorative practices. Professional development in the area of trauma informed care will be in collaboration with supporting departments for teachers and school staff to assist them in the understanding and development of how to effectively support students whose lives have been affected by trauma and the implementation of PBIS, RTII, and restorative practices.</li> <li>5. In collaboration with supporting departments, areasSuperintendents, 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.</li> <li>6. Children and Youth in Transition staff will collaborate and coordinate with district departments, community agencies and government agencies to provide linkages to resources and supports for youth in transition.</li> </ol> <p><b>4.4 Youth Advocacy</b></p>	<p>LCFF S/C</p> <p>Title I</p>

	<ol style="list-style-type: none"> <li>1. Accelerate the achievement of African American students by implementing the following actions district-wide: <ol style="list-style-type: none"> <li>a. Ongoing equity leadership professional development, coordinated by the National Equity Project (NEP), supported by the Race, Human Relations and Advocacy Department.</li> <li>b. Culturally-relevant curricula developed through the Ethnic Studies curriculum team, the FAIR Education Action curriculum committee, and the History/Social Sciences Department.</li> <li>c. Mentoring programs expanded at identified middle and high schools, coordinated by the Office of Youth Advocacy.</li> <li>d. Beyond high school graduation goal setting, facilitated by the results of the Unlocking Your Genius strengths inventory, coordinated by the Office of Secondary Schools.</li> <li>e. Increase the number of students enrolled in Advanced Placement (AP), International Baccalaureate (IB) college courses and capstone College, Career and Technical Education (CCTE) courses, as identified by our partnership with Equal Opportunity Schools (EOS).</li> </ol> </li> <li>2. Continue efforts to provide safe inclusive environments for all students to thrive, specifically our LGBTQ+ students, through the following district-wide actions: <ol style="list-style-type: none"> <li>a. Continuing LGBTQ+ awareness and advocacy trainings at the school sites and departments, coordinated by the Office of Youth Advocacy.</li> <li>b. Produce inclusive curricula products (i.e., lessons and resources) that adhere to the FAIR Education Act, coordinated by the History/Social Sciences Department and the Office of Youth Advocacy.</li> <li>c. Develop an ongoing method to survey and report results of the inclusive climate in secondary schools.</li> <li>d. Continue to support Gay-Straight Alliances (GSA) at our secondary schools to be a robust and viable source of student empowerment.</li> </ol> </li> <li>3. Develop the following district-wide strategies to improve the achievement of our Latino and Latina students: <ol style="list-style-type: none"> <li>a. Ongoing equity leadership professional development, coordinated by the National Equity Project (NEP), supported by the Race, Human Relations and Advocacy Department.</li> <li>b. Culturally-relevant curricula developed through the Ethnic Studies curriculum team, the FAIR Education curriculum committee, and the History/Social Sciences Department.</li> <li>c. Increase the number of students enrolled in Advanced Placement (AP), International Baccalaureate (IB), college courses and capstone College, Career and Technical Education (CCTE) courses, as identified by our partnership with Equal Opportunity Schools (EOS).</li> <li>d. Focus specifically on boosting the achievement of English Learners (EL), using plans developed through the GradNation initiative, coordinated by the Office of Language Acquisition (OLA) and the Office of Secondary Schools.</li> <li>e.</li> </ol> </li> </ol>	<p>LCFF S/C</p> <p>Title I</p>
	<p><b>4.5.a./4.5.b. School Support Staff and Resources</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Provide bilingual staff to promote effective engagement and communications for English Learner (EL) parents and families.</li> <li>3. Provide for general supplies and operating expenses.</li> <li>4. Provide training and updates to ensure well-trained and informed staff.</li> </ol>	<p>LCFF Base</p>



	<p><b>4.6 Healthy and Nutritious Meals</b></p> <p>To promote well-nourished students who are better prepared to fully participate in learning, provide all students with access to wholesome, healthy, and appealing meals. Develop menus that meet or exceed USDA nutrition standards and offer a wide variety of student-tested and approved entrées. Programs and services include:</p> <ol style="list-style-type: none"> <li>1. Breakfast in the Classroom and Morning Break Café.</li> <li>2. Farm to School and Garden to Café programs – provide produce from local farms and school gardens for school salad bars.</li> <li>3. Smart Phone – SDUSD Menu App – provide students and families with immediate access to all school menus, including photos, nutrients, and allergens.</li> </ol>	<p>Cafeteria Special Reserve Fund</p>
	<p><b>4.7 Attractive, Clean, and Well Maintained Schools</b></p> <ol style="list-style-type: none"> <li>1. Provide for clean and inviting schools.</li> <li>2. Provide for schools that are well-maintained and in good repair.</li> <li>3. Provide for needed supplies and utilities.</li> <li>4. Operate schools in a sustainable and environmentally responsible manner.</li> <li>5. Provide training and updates to ensure well-trained and informed staff.</li> </ol>	<p>LCFF Base</p>
	<p><b>4.8 Safe Schools</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Review, monitor and update equipment and tools (e.g., emergency communication systems).</li> <li>3. Provide training and updates to ensure well-trained and informed staff.</li> </ol>	<p>LCFF Base</p>

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

Metrics	Actions	Budgeted Expenditures																																
<p>1. <b>School Surveys</b> - Establish criteria and baselines for various constructs (e.g., safety, family engagement, welcoming) from available school climate surveys.</p> <p>2. School enrollment patterns - Establish criteria and baseline.</p> <table border="1"> <tr><td>Clairemont</td><td>49.7</td></tr> <tr><td>Crawford</td><td>45.7</td></tr> <tr><td>Henry</td><td>77.5</td></tr> <tr><td>Hoover</td><td>59.5</td></tr> <tr><td>Kearny</td><td>59.0</td></tr> <tr><td>La Jolla</td><td>95.1</td></tr> <tr><td>Lincoln</td><td>52.2</td></tr> <tr><td>Madison</td><td>55.6</td></tr> <tr><td>Mira Mesa</td><td>84.3</td></tr> <tr><td>Mission Bay</td><td>76.0</td></tr> <tr><td>Morse</td><td>61.1</td></tr> <tr><td>Point Loma</td><td>79.9</td></tr> <tr><td>San Diego</td><td>55.2</td></tr> <tr><td>Scripps Ranch</td><td>90.3</td></tr> <tr><td>Serra</td><td>84.3</td></tr> <tr><td>University City</td><td>85.3</td></tr> </table> <p>3. Cluster articulation data - Establish baseline (pending) for the percent of students articulating to schools in</p>	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	<p><b>5.1.a./5.1.b./5.1.c./5.1.d. Meaningful Engagement and Participation</b></p> <ol style="list-style-type: none"> <li>1. Provide tools, resources, and training needed to establish and implement effective school and district-level committees, including School Site Council (SSC), Site Governance Team (SGT), English Learner Advisory Committee (ELAC/DELAC), District Advisory Council for Compensatory Education (DAC), Community Advisory Committee (CAC) for special education.</li> <li>2. Conduct an annual, district-wide family engagement survey to identify strengths and improvement areas in family engagement by sub-group, school and cluster.</li> <li>3. Schools/parents/guardians will create a family engagement plan based on survey results, student academic needs, and/or identified Design Thinking priorities, and aligned to LCAP goals and federal and state requirements.</li> <li>4. Provide parents/guardians/community members leadership training opportunities to enhance meaningful engagement, their participation in decision making and to assist them with assuming leadership roles.</li> <li>5. The district and all schools, including those receiving Title I funds, plans and provides family engagement opportunities (e.g., workshops, print, video, online/on-demand, etc.) responsive to the needs of their parents and families, and supportive of neighborhood culture and circumstance.</li> <li>6. Provide parents/guardians opportunities (i.e., workshops, college fairs, etc.), guidance on navigating the school system and resources to support their student’s preparation for college and career.</li> <li>7. Develop and provide support and resources (e.g. print, video, online/on-demand, etc.) for parents to support student learning on relevant topics such as Common Core and other new content standards, ‘a-g’ and graduation requirements, LCAP, etc.</li> <li>8. Develop a plan and timeline to train school staffs, community partners and family leaders to empower each and every family with High Impact Home Strategies (HIHS).</li> <li>9. Provide a consistent venue for parent communications and information by enhancing the functionality and accessibility of Parent Portal (through PowerSchool), and provide training and support to effectively use this resource.</li> <li>10. Provide resources and materials (e.g., print, video, online/on-demand, etc.) to create a welcoming environment for all families and staff.</li> <li>11. Engage the community in a broader dialog and examination of issues related to LGBTQ+, race, language, and culture.</li> <li>12. Collaborate with the San Diego Education Association (SDEA) to build on and expand the Home Visit Project to increase parent engagement and build positive relations between staff, students, parents, and the community.</li> </ol>	<p>LCFF S/C</p> <p>Title I</p>
Clairemont	49.7																																	
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University City	85.3																																	

<p>their clusters.</p> <p><b>(bold denotes-state required metric)</b></p>	<p><b>5.2 Parent and Community Assistance and Support</b></p> <ol style="list-style-type: none"> <li>1. The Quality Assurance Office is accessible and responsive to parents, staff and community who express concerns or seek assistance.</li> </ol>	LCFF Base
	<p><b>5.3 Translation and Interpretation Services</b></p> <ol style="list-style-type: none"> <li>1. Provide translation and interpretation services to facilitate effective communication, engagement, and participation.</li> <li>2. Review and respond to cluster-specific needs and communication preferences (e.g. Crawford cluster – need for services in key languages including Arabic, Somali, Kizigua, Swahili, and Karen with preference for verbal/oral interpretation).</li> <li>3. Increase staffing and resources for the Translation Department to more effectively serve a wider range of language groups and needs.</li> </ol>	LCFF S/C  Title I
	<p><b>5.4 Enrollment Options and Opportunities</b></p> <ol style="list-style-type: none"> <li>1. Create an accessible, personalized, and welcoming enrollment center to highlight and support neighborhood and district schools.</li> <li>2. Review, update, and revise district and school websites, including dashboard to ensure easily accessible school information.</li> <li>3. Monitor and review increased/decreased school, cluster, and neighborhood enrollment patterns and participation.</li> <li>4. Provide communication and recruitment strategies to ensure all eligible students participate in Pre-K and TK.</li> </ol>	LCFF S/C
	<p><b>5.5.a./5.5.b. Customized Cluster Strategies</b></p> <p>Develop and implement strategies customized for each cluster.</p> <ol style="list-style-type: none"> <li>1. Align all academic programs, Pre-K – 12.</li> <li>2. Review alternative education and support programs, providing targeted credit recovery and independent study support for five identified high need high schools.</li> <li>3. Identify, review, and expand successful programs in targeted clusters (e.g. dual-language, VAPA, STEAM).</li> <li>4. Establish a committee comprised of parents and community members to work collaboratively with district staff on district initiatives such as communication and information, the implementation of the Framework for Systemic Family Engagement, and help establish criteria to measure family engagement.</li> </ol>	LCFF Base
	<p><b>5.6 Community Relations and Partnerships</b></p> <ol style="list-style-type: none"> <li>1. Improve district communication strategies and structures for timely and easy access to information, support, and resources.</li> <li>2. Create, sustain, and expand community partnerships to support student and family engagement and learning.</li> <li>3. Provide for current, accurate, and timely communication to parents regarding student learning (e.g., Naviance, website, automated calls, school and teacher communications).</li> </ol>	LCFF S/C

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

Metrics	Actions	Budgeted Expenditures
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	<p><b>6.2 Communications</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. Expand use of digital communications including webpages, electronic newsletters, social media, streaming and on-demand videos, and SchoolMessenger.</li> <li>4. Enhance communications and information sharing with clusters.</li> <li>5. Collaborate with the County Office of Education and other districts on the development and distribution of standard, targeted messages to support student success.</li> </ol>	LCFF Base

San Diego Unified School District  
**2016-19 LCAP Abbreviation Key**

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

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

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