

§ 15497. Local Control and Accountability Plan and Annual Update Template.**Introduction:**

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LCAP Year: 2014-15

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

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

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

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

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

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

Section 1: Stakeholder Engagement

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

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?

- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>Introduction San Diego Unified began to work on a long-term reform plan in 2009; a plan that would provide a clear, coordinated vision for and pathway to our future. <i>Vision 2020</i> has become the foundation for our individual and collective efforts to serve our students and families and serves as a beacon guiding and deepening our work through the graduating class of 2020. The overarching goal of <i>Vision 2020</i> is that every school within our boundaries is of the highest quality to assure both equity and access for our 132,000 students. This clear focus on “Quality Schools in Every Neighborhood” has served to drive all decisions – instruction decisions, personnel decisions, and financial decisions. Our long-term community-based reform plan provides an easy transition to the Local Control Funding Formula (LCFF) and the Local Control Accountability Plan (LCAP).</p> <p>San Diego Unified has provided numerous forums in which to meaningfully engage parents, community members, students, local bargaining units, and other stakeholders both in our Vision 2020 efforts and now in our LCAP process. Stakeholder engagement was organized in the following manner:</p> <p>Information and Input (October-December 2013): District staff conducted 23 informational sessions that included participants from Clusters, the District English Learner Advisory Committee, the District Advisory Committee, and our bargaining unit members. These meetings provided broad opportunities to share information about the LCFF rationale and process (schedule is attached). A website was developed (www.sandi.net/lcff) to provide access to information about funding, the eight state priorities, as well as an online input form. Public Board meetings and informal meetings with community members served as additional opportunities for stakeholder engagement.</p> <p>Advisory and Consultation (January-March 2014): Five Vision 2020 Community Forums were organized across the district to include students, parents, bargaining units, as well as other stakeholders. These interactive forums</p>	<p>The input received from various stakeholders served to:</p> <ul style="list-style-type: none"> • Align the San Diego Unified <i>Vision 2020</i> the district has adopted as its long-term community reform plan to the Eight State Priority Areas • Identify the elements of implementation of <i>Vision 2020</i> that are working well so they can be further supported through the LCAP process • Identify the elements of implementation of <i>Vision 2020</i> that are in need of further development so these can be further supported through the LCAP process • Refine the metrics, actions, and services related to the goals, including specific items pertaining to English Learners, foster youth, and low-income students • Identify the processes through which the school district and community can work collaboratively in implementing LCAP • Synthesize robust LCAP data streams to concise actions, strategies, and accountability measures to assure student success <p>Changes made to the LCAP as a result of written comments and other feedback received during the Public Comment phase:</p> <ul style="list-style-type: none"> • An Executive Summary was written to provide an overview of the more comprehensive LCAP document to facilitate access and clarity • Baseline data and projected benchmark data were added to all metrics for the 12 goals and 8 State Required Priority areas • Further refinement of the metrics, actions, and services related to the goals, including specific items pertaining to English Learners, foster youth, and low-income students • More detailed language was added to the metrics (i.e., baseline data and progress indicators) to provide clarity • Links were added to the document to make the LCAP interactive • Financial figures were adjusted to reflect the current and fluid state budget

Involvement Process	Impact on LCAP
<p>provided opportunities for input and feedback in a structured, interactive model. Over 500 people participated in these Forums.</p> <p>Parent Advisory Committees: The LCAP was presented to both the District Advisory Council for Compensatory Education and the District English Learner Advisory Committee for review and comment. Each committee submitted written comments and received a written district response.</p> <p>Additionally:</p> <ul style="list-style-type: none"> • A survey, collaboratively developed by the District Advisory Council and district staff, was distributed to School Site Councils at all district schools and provided a summary of the results which were included in the feedback. • The Parent Teacher Association also conducted a survey of its membership and provided a summary of the results, which were included in the feedback. • 16 LCAP Workshops were held across the different clusters in the district to elicit and collect feedback. This feedback was unique to clusters, yet available for districtwide application. • Bargaining Units were engaged through a focus group, which mirrored the input process of the community forums. This meeting assured a meaningful opportunity to provide feedback on specific concerns and needs to support the development of the draft LCAP. <p>All feedback was collected, synthesized, and organized to inform San Diego Unified's draft LCAP.</p> <p>The LCAP Planning Team, comprised of a parents, teachers, principals, classified staff, staff appointed by their bargaining units, and committees/organizations, convened to conduct a needs assessment and data analysis relevant to the development of the LCAP. Data reviewed included:</p> <ul style="list-style-type: none"> • School Accountability Report Cards (My School) • California Standards Test Reports (My School) • Academic Performance Index Report (CDE Reports) • University of California A-G Reports (CDE Reports) • English Learner Reports: 1) Annual Measurable Achievement Objectives and, 2) and Reclassification Rates • Advanced Placement Reports • Early Assessment Program Report • Course Enrollments (Master Schedule information) • Course Grades 	<p>situation</p> <ul style="list-style-type: none"> • A more “user-friendly” document was written to more clearly link the goals, metrics, measurements, and actions • The District provided written feedback to recommendations offered by the District Advisory Committee and the District English Learner Advisory Committee.

Involvement Process	Impact on LCAP
<ul style="list-style-type: none">• Attendance and Chronic Absenteeism Reports• Suspension and Expulsion Rates• Graduation and Dropout Reports (CDE Reports)• California Healthy Kids Survey Reports <p><i>Note: The district website provides links to individual school's monthly Budget Status Summary Reports as well as quarterly Budget Transaction Detail Reports</i></p> <p>LCAP Development Phase (April 2014): The information gathered during community forums and workshops was synthesized (synthesis attached) and used to inform development of the draft LCAP. Bargaining unit feedback was synthesized and reviewed by the bargaining units to assure that their feedback was appropriately represented. Further, bargaining units were offered a private consultation meeting to explain their feedback and to assure their meaningful engagement.</p> <p>LCAP Planning Team (April 2014): The Planning Team was convened to review the initial draft of LCAP to provide further feedback to finalize the draft prior to public comment.</p> <p>DRAFT LCAP for Public Comment (May 2014): The draft LCAP will be available for public comment for a 30-day period during the month of May. Subsequent revisions will be made to reflect stakeholder input, as appropriate.</p> <p>First Reading and Adoption (June 2014): The draft LCAP will be presented at a meeting of the Board for an initial reading. A revised plan will be revisited at a subsequent meeting of the Board for adoption at the same time the budget for 2014-2015 is adopted.</p> <p>Transmission to County Office of Education (July 2014): After Board adoption, the adopted LCAP will be transmitted to the San Diego County Office of Education for final review and approval.</p>	

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

WORKING DRAFT

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (Based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	
<p>Need: To close the achievement gap for all underperforming student groups and assure that all students are achieving</p> <p>Metrics</p> <p>EL reclassification rates and numbers at school and district level (Rates)</p> <p>EL Progress in learning English (Annual Measurable Achievement Objectives 1)</p> <p>ELs Achieving Proficiency in English (Annual Measurable Achievement Objectives 2)</p>	<p>1. Closing the Achievement Gap with High Expectations for All</p> <p>All levels of the organization work to improve student achievement and close the achievement gap for all underperforming student groups</p>	<p>All Students</p> <p>English Learners</p> <p>Reclassified English Learners</p> <p>Foster Youth</p> <p>Low-Income Youth</p> <p>African American Students</p> <p>Hispanic Students</p> <p>Students with Disabilities</p>	All Schools	<p>2013-14</p> <p>Baseline</p> <p>District reclassification rate for 2012-13 was 10.5%. Rate for 2013-14 is not yet available</p> <p>District rate in 2013-14 for students making annual progress in learning English was 58.0%</p> <p>District rate in 2013-14 for students achieving English proficiency was 43.5%</p>	<p>Baseline + 10% <i>District and school reclassification rates will increase by 10% from baseline</i></p> <p>Baseline + 5% <i>District and school rates will increase by 5% from baseline</i></p> <p>Baseline + 5% <i>District and school rates will increase by 5% from baseline</i></p>	<p>Baseline + 20% <i>District and school reclassification rates will increase by 20% from baseline</i></p> <p>Baseline + 10% <i>District and school rates will increase by 10% from baseline</i></p> <p>Baseline + 10% <i>District and school rates will increase by 10% from baseline</i></p>	<p>Baseline + 30% <i>District and school reclassification rates will increase by 30% from baseline</i></p> <p>Baseline + 15% <i>District and school rates will increase by 15% from baseline</i></p> <p>Baseline + 15% <i>District and school rates will increase by 15% from baseline</i></p>	<p>State Priorities:</p> <ol style="list-style-type: none"> 1. Student Achievement 2. Parental Involvement 3. Course Access 4. Other Student Outcomes 5. Basic Services 6. Common Core Standards 7. Student Engagement 8. School Climate

Identified Need and Metric	Goals			Annual Update: Analysis of Progress 2013-14	What will be different/improved for students? (Based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	
Metrics	1. Closing the Achievement Gap with High Expectations for All (continued)			Baseline	Annual Improvement			
Special education: Appropriate referrals and exit rates (measured by current IEP system and Comprehensive Evaluation Processes)				Baseline to be developed in 2014-15	Establish baseline of special education exit and referral rates	TBD	TBD	
Grade 1 and 3 reading levels				Baseline to be developed in 2014-15	Establish baselines for grades 1 and 3 students reading at grade level	Baseline + 5% <i>Increase the percentage of grades 1 and 3 students reading at grade level by 5%</i>	Baseline + 10% <i>Increase the percentage of grades 1 and 3 students reading at grade level by 10%</i>	
Early learning metrics				Baseline to be developed in 2014-15	Identify metrics for early learning and establish baselines	Baseline + 5% <i>Increase the percentage of students meeting expectations by 5% over baseline</i>	Baseline + 10% <i>Increase the percentage of students meeting expectations by 10% over baseline</i>	
Student attendance rates				The districtwide attendance rate for 2012-13 was 96.2%	Baseline + .25 <i>Increase the districtwide attendance rate by .25 points over the baseline</i>	Baseline + .50 <i>Increase the districtwide attendance rate by .50 points over the baseline</i>	Baseline +.75 <i>Increase the districtwide attendance rate by .75 points over the baseline</i>	
California Assessment of Student Performance and Progress				Baseline to be developed in 2014-15	Establish baselines for student performance in ELA and math on the Smarter Balanced assessments	Baseline + 5% <i>Increase the percentage of students meeting expectations by 5% over the baselines</i>	Baseline + 10% <i>Increase the percentage of students meeting expectations by 10% over the baselines</i>	
District developed assessments				Baseline to be developed in 2014-15	Establish student performance baselines	Baseline + 5% <i>Increase the percentage of students meeting expectations by 5% over baseline</i>	Baseline + 10% <i>Increase the percentage of students meeting expectations by 10% over baseline</i>	

Identified Need and Metric	Goals			Annual Update: Analysis of Progress 2013-14	What will be different/improved for students? (Based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	
Metrics	1. Closing the Achievement Gap with High Expectations for All (continued)			Baseline	Annual Improvement			
High school graduation rates (CDE Reports)				The districtwide cohort graduation rate for 2013 was 87.8%	Baseline + 1 pt <i>Increase the cohort graduation rate by 1 point over the baseline</i>	Baseline + 2 pts <i>Increase the cohort graduation rate by 2 points over the baseline</i>	Baseline + 3 pts <i>Increase the cohort graduation rate by 3 points over the baseline</i>	
High school dropout rates (CDE Reports)				The districtwide cohort dropout rate for 2013 was 5.2%	Baseline - 5% <i>Reduce the cohort dropout rate by 5% from the baseline</i>	Baseline – 10% <i>Reduce the cohort dropout rate by 10% from the baseline</i>	Baseline – 15% <i>Reduce the cohort dropout rate by 15% from the baseline</i>	
On track for graduation				Baseline to be developed in 2014-15	Establish criteria and baselines for high school students deemed on track for graduation	Baseline + 10% <i>Increase the percent of high school students deemed on track for graduation by 10% over the baseline</i>	Baseline + 20% <i>Increase the percent of high school students deemed on track for graduation by 20% over the baseline</i>	
Early Assessment Program results				The districtwide percentages of students “ready for college level courses” based on the Early Assessment Program in 2012-13 were: Math 12.1% and English 24.9%	Baselines + 10% <i>Increase the percent of students ready for college level courses, based on the EAP, by 10% over the baselines</i>	Baselines + 20% <i>Increase the percent of students ready for college level courses, based on the EAP, by 20% over the baselines</i>	Baselines + 30% <i>Increase the percent of students ready for college level courses, based on the EAP, by 30% over the baselines</i>	
Middle school dropout rates (Grade 8)				The districtwide grade 8 dropout rate for 2013 was .13%.	Baseline - 10% <i>Reduce the grade 8 dropout rate by 10% from the baseline</i>	Baseline - 20% <i>Reduce the grade 8 dropout rate by 20% from the baseline</i>	Baseline - 30% <i>Reduce the grade 8 dropout rate by 30% from the baseline</i>	

Annual	Goals			Annual Update: Analysis of Progress 2013-14	What will be different/improved for students? (Based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	
Metrics	1. Closing the Achievement Gap with High Expectations for All (continued)			Baseline	Annual Progress			
Chronic absentee rates				The districtwide chronic absenteeism rate for 2013 was 8.1%	Baseline - 10% <i>Reduce the chronic absenteeism rate by 10% from the baseline</i>	Baseline - 20% <i>Reduce the chronic absenteeism rate by 20% from the baseline</i>	Baseline - 30% <i>Reduce the chronic absenteeism rate by 30% from the baseline</i>	
Academic Performance Index (as allowed by AB484)				Per AB484, API was suspended in 2013-14	The district will monitor statewide implementation of the API. If available, 2014-15 will be the Baseline. If API becomes available in 2015-16, that would be the baseline.	The district and schools will meet API growth targets or make at least one point growth for all students and for numerically significant student groups	The district and schools will meet API growth targets or make at least one point growth for all students and for numerically significant student groups	

WORKING

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (Based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	
<p>Need: To provide equitable access to a well-rounded, standards-aligned curricula that supports a full-range of post-graduation options</p>	<p>2. Access to a Broad and Challenging Curriculum</p> <p>Students have equitable access to rigorous, well-rounded, standards-aligned curricula that assures readiness for a full-range of post-graduation options</p>	<p>All Students</p> <p>English Learners</p> <p>Foster Youth</p> <p>Low -income Youth</p> <p>Students with Disabilities</p> <p>Students identified as Gifted and Talented</p>	<p>All Schools</p>	<p>2013-14</p>				<p>State Priorities:</p> <p>1. Student Achievement</p> <p>2. Parental Involvement</p> <p>3. Course Access</p> <p>4. Other Student Outcomes</p> <p>5. Basic Services</p> <p>6. Common Core Standards</p>
<p>Metrics</p>				<p>Baseline</p>	<p>Annual Improvement</p>			
<p>Availability of standards aligned instructional materials</p>				<p>The percentage of classrooms with standards-aligned instructional materials in 2013-14 was 100%</p>	<p>Maintain percentage of classrooms with standards-aligned instructional materials at 100%</p>	<p>Maintain percentage of classrooms with standards-aligned instructional materials at 100%</p>	<p>Maintain percentage of classrooms with standards-aligned instructional materials at 100%</p>	
<p>Completion of A-G course sequence with grades of C or higher (CDE Reports)</p>				<p>The percent of 2013 graduates who passed a-g courses with grades of C or higher was 49.8%</p>	<p>Baseline + 5% <i>Increase the percent of graduates who pass a-g courses with grades of C or higher by 5% over the baseline</i></p>	<p>Baseline + 10% <i>Increase the percent of graduates who pass a-g courses with grades of C or higher by 10% over the baseline</i></p>	<p>Baseline + 15% <i>Increase the percent of graduates who pass a-g courses with grades of C or higher by 15% over the baseline</i></p>	
<p>Completion of district course sequence (a-g) included in district graduation requirements for the classes of 2016 and later)</p>				<p>Establish baseline by Fall 2014 for percent of Class of 2016 on track to meet district course sequence (a-g) graduation requirements</p>	<p>Increase the percent of the Class of 2016 on track to meet district course sequence (a-g) graduation requirements by 10% over the baseline</p>	<p>Establish baseline for percent of the Class of 2016 meeting district course sequence (a-g) graduation requirements</p>	<p>Baseline + 10% <i>Increase the percent of the current 'Class of' meeting district course sequence (a-g) graduation requirements by 10% over the baseline</i></p>	

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (Based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	
Metrics	2. Access to a Broad and Challenging Curriculum (continued)			Baseline	Annual Progress			
Advanced Placement - Participation rate - Passage rate Reports				The districtwide Advanced Placement (AP) course participation and passage rates for 2012-13, respectively, were 34% and 58%	Baseline + 5% Baseline + 5% Increase the AP participation and passage rates by 5% over the baselines	Baseline + 10% Baseline + 10% <i>Increase the AP participation and passage rates by 10% over the baselines</i>	Baseline + 15% Baseline + 15% <i>Increase the AP participation and passage rates by 15% over the baselines</i>	
Increased enrollment and passage rates International, Baccalaureate (IB), community college courses				Baseline to be developed in 2014-15	Establish baselines for student enrollment and passage rates in IB and community college courses	Baseline + 10% Increase the IB and community college course participation and passage rates by 10% over the baselines	Baseline + 20% Increase the IB and community college course participation and passage rates by 10% over the baselines	
Career Technical Education (CTE) course sequence completion			Establish criteria and generate baseline for graduates meeting CTE sequence completion	Baseline + 10% <i>Increase the percent of graduates meeting CTE course sequence completion by 10% over the baseline</i>	Baseline + 20% <i>Increase the percent of graduates meeting CTE course sequence completion by 20% over the baseline</i>	Baseline + 30% <i>Increase the percent of graduates meeting CTE course sequence completion by 30% over the baseline</i>		

Identified Need and Metric	Goals			Annual Update: Analysis of Progress 2013-14	What will be different/improved for students? (Based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	
<p>Needs: To provide (1) students access to a highly effective teacher in every course and in every year and (2) teachers access to ongoing opportunities for growth and development</p>	<p>3. Quality Teaching</p> <p>Students have access to a highly effective teacher in every course and in every year</p>	All Students	All Schools				<p>State Priorities:</p> <ol style="list-style-type: none"> 1. Student Achievement 2. Parental Involvement 5. Basic Services 6. Common 7. Student Engagement 8. School Climate 	
<p>Metrics</p>		English Learners						
<p>Percentage of fully credentialed teachers</p>		Foster Youth						
<p>Rate of teacher mis-assignments</p>		Low-income Youth						
<p>Quality Teaching Continuum (Percent of schools at 'Accomplishing')</p>		Students with Disabilities						
	Students identified as Gifted and Talented							
				<p>Baseline</p> <p>The percentage of fully credentialed teachers in 2013-14 was 100%</p>	<p>Annual Improvement</p>			
				<p>The percentage of teacher mis-assignments in 2013-14 was 0%</p>	<p>Maintain the percentage of fully credentialed teachers at 100%</p>	<p>Maintain the percentage of fully credentialed teachers at 100%</p>	<p>Maintain the percentage of fully credentialed teachers at 100%</p>	
				<p>Baseline to be developed in 2015-16</p>	<p>Baseline to be developed in 2015-16</p>	<p>Development of Quality Teaching Continuum instrument and establish baseline for percent of schools at 'Accomplishing'</p>	<p>Baseline + 10%</p> <p><i>Increase the percent of schools at "Accomplishing" by 10% over the baseline</i></p>	

Identified Need and Metric	Goals			Annual Update: Analysis of Progress 2013-14	What will be different/improved for students? (Based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	
<p>Need: To develop leadership capacity and practices at all levels that are strategically directed at teaching and student learning</p>	<p>4. Quality Leadership</p> <p>Quality leadership is evident at all levels of the system with a unifying vision that motivates, inspires, and empowers stakeholders to provide optimal student educational opportunities and outcomes</p>	All Students	All Schools				<p>State Priorities:</p> <ol style="list-style-type: none"> 1. Student Achievement 2. Parental Involvement 3. Course Access 4. Other Student Outcomes 5. Basic Services 6. Common Core Standards 7. Student Engagement 8. School Climate 	
<p>Metrics</p>				Baseline	Annual Improvement			
<p>Quality Teaching and Leadership Continuum (Percent of schools at 'Accomplishing')</p>				Baseline to be developed in 2015-16	Baseline to be developed in 2015-16	Development of Quality Leadership Continuum instrument and establish baseline for percent of schools at 'Accomplishing'		Baseline + 10% Increase the percent of schools at "Accomplishing" by 10% over the baseline
<p>Leadership development opportunities for certificated and classified leadership cadres</p>				Baseline to be developed in 2015-16	Baseline to be developed in 2015-16	Establish baseline of the number of leadership development opportunities for certificated and classified leadership cadres	Baseline + 10% Increase the number of leadership development opportunities by 10% over the baseline	

Identified Need and Metric	Goals			Annual Update: Analysis of Progress 2013-14	What will be different/improved for students? (Based on identified metric)			Related State and Local Priorities		
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		Year 1 2014-15	Year 2 2015-16	Year 3 2016-17			
<p>Need: To establish San Diego Unified as a learning organization in which ongoing professional study and a range of support is provided in service of quality teaching and learning for all learning populations</p> <p>Metrics</p> <p>Site generated annual Professional Development Plans</p> <p>Quality Professional Learning For All Continuum (Percent of schools at 'Accomplishing')</p>	<p>5. Professional Learning for all Staff</p> <p>All staff members engage in ongoing professional study directed at standards-aligned teaching and learning</p>	<p>All Students</p> <p>English Learners</p> <p>Foster Youth</p> <p>Low-Income Youth</p> <p>Students with Disabilities</p>	<p>All Schools</p>				<p>State Priorities:</p> <p>1. Student Achievement</p> <p>4. Other Student Outcomes</p> <p>6. Common Core Standards</p> <p>7. Student Engagement</p> <p>8. School Climate</p>			
Baseline				Annual Improvement						
Criteria to be developed in 2014-15				Establish criteria for annual professional development plans	100% of schools will have annual professional development plans	100% of schools will have annual professional development plans.				
Baseline to be developed in 2014-15	Development of Quality Professional Learning For All Continuum instrument and establish baseline for percent of schools at 'Accomplishing'	Baseline + 10% <i>Increase the percent of schools at 'Accomplishing' by 10% over the baseline</i>	Baseline + 20% <i>Increase the percent of schools at 'Accomplishing' by 20% over the baseline</i>							

Identified Need and Metric	Goals			Annual Update: Analysis of Progress 2013-14	What will be different/improved for students? (Based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	
<p>Need: To support meaningful and productive partnerships with parents/guardians and community members that assure students are maximally prepared for a full range of post-graduation choices</p> <p>Metrics</p> <p>School Climate Survey</p>	<p>6. Parent and Community Engagement around Student Achievement</p> <p>Parents and community members are engaged and work within and across schools to support student learning</p>	<p>All Students</p> <p>English Learners</p> <p>Foster Youth</p> <p>Low-Income Youth</p> <p>Students with Disabilities</p>	<p>All Schools</p>				<p>State Priorities:</p> <p>1. Student Achievement</p> <p>2. Parental Involvement</p> <p>7. Student Engagement</p> <p>8. School Climate</p>	
<p>Parent use of Naviance and PowerSchool</p>				<p>Baseline</p> <p>Baseline to be developed in 2014-15</p>	<p>Annual Improvement</p> <p>Establish criteria and baselines for various constructs [e.g., safety, welcoming] from available school climate surveys.</p> <p>Establish baselines for the percent of parents using the Naviance and PowerSchool parent portals</p>	<p>Baseline + 10%</p> <p>Increase by 10% over baselines, the percent of schools at expectations on the constructs established from school climate surveys</p> <p><i>Increase the percent of parents using the Naviance and PowerSchool parent portals by 10% over baselines</i></p>		<p>Baseline + 20%</p> <p>Increase by 20% over baselines, the percent of schools at expectations on the constructs established from school climate surveys</p> <p><i>Increase the percent of parents using the Naviance and PowerSchool parent portals by 20% over baselines</i></p>

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (Based on identified metric)			Related State and Local Priorities			
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		Year 1 2014-15	Year 2 2015-16	Year 3 2016-17				
<p>Need: To increase the role and responsibility of district support personnel to contribute to student achievement and high quality neighborhood schools</p> <p>Metrics</p> <p>Professional development opportunities</p> <p>School Climate Survey</p>	<p>7. Quality Support Staff Integrated and Focused on Student Achievement</p> <p>Learning communities are supported by classified and certificated staff on school campuses who contribute to high-level student achievement and quality neighborhood schools</p>	<p>All Students</p> <p>English Learners</p> <p>Foster Youth</p> <p>Low-income Youth</p> <p>Students with Disabilities</p>	<p>All schools</p>	<p>2013-14</p>				<p>State Priorities:</p> <ol style="list-style-type: none"> 1. Student Achievement 2. Common Core Standards 3. Course Access 5. Basic Services 7. Student Engagement 8. School Climate 			
				Baseline	Annual Improvement						
				Baseline to be developed in 2014-15	Establish baseline of the number of professional development opportunities for district staff	Baseline + 10% <i>Increase the number of professional development opportunities for district staff by 10% over the baseline</i>	Baseline + 20% <i>Increase the number of professional development opportunities for district staff by 20% over the baseline</i>				
				Baseline to be developed in 2014-15	Establish criteria and baselines for various constructs (e.g., safety, welcoming) from available school climate surveys	Baseline + 10% <i>Increase by 10% over baselines, the percent of schools at expectations on the constructs established from school climate surveys</i>	Baseline + 20% <i>Increase by 20% over baselines, the percent of schools at expectations on the constructs established from school climate surveys</i>				

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (Based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	
<p>Need: To provide a range of supports and resources to principals, teachers, and classified staff to assure that schools are responsive to a range of student diversity</p> <p>Metrics</p> <p>School Climate Survey</p>	<p>8. Supportive Environments that Value Diversity in the Service of Students Staffs and faculties provide for learning environments and instructional practices that are culturally responsive and which challenge bias</p>	<p>All Students</p> <p>English Learners</p> <p>Foster Youth</p> <p>Low-income Youth</p> <p>Students with Disabilities</p> <p>Students identified as Gifted and Talented</p>	<p>All Schools</p>	<p>2013-14</p>				<p>State Priorities:</p> <p>1. Student Achievement</p> <p>2. Parental Involvement</p> <p>3. Course Access</p> <p>4. Other Student Outcomes</p> <p>5. Basic Services</p> <p>7. Student Engagement</p> <p>8. School Climate</p>
				Baseline	Annual Improvement			
				Baseline to be developed in 2014-15	Establish criteria and baselines for various constructs (e.g., safety from available school climate surveys)	Baseline + 10% <i>Increase by 10% over baselines, the percent of schools at expectations on the constructs established from school climate surveys</i>	Baseline + 20% <i>Increase by 20% over baselines, the percent of schools at expectations on the constructs established from school climate surveys</i>	
Cultural Proficiency				Baseline to be developed in 2014-15	Establish baseline for the percent of district staff participating in cultural proficiency training	Baseline + 10% <i>Increase the percent of district staff participating in cultural proficiency training by 10% over the baseline</i>	Baseline + 20% <i>Increase the percent of district staff participating in cultural proficiency training by 20% over the baseline</i>	
Suspension Rates				The districtwide suspension rate for 2012-13 was 4.8%	Baseline - 5% <i>Decrease the districtwide suspension rate by 5% from the baseline</i>	Baseline - 10% <i>Decrease the districtwide suspension rate by 10% from the baseline</i>	Baseline - 15% <i>Decrease the districtwide suspension rate by 15% from the baseline</i>	
Number of Expulsions	In 2012-13, the district had 213 expulsions.	Baseline - 10% <i>Reduce the number of expulsions across the district by 10% from the baseline</i>	Baseline - 20% <i>Reduce the number of expulsions across the district by 20% from the baseline</i>	Baseline - 30% <i>Reduce the number of expulsions across the district by 30% from the baseline</i>				

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (Based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	
<p>Need: To provide outreach and communication efforts within communities to support an increased share of neighborhood school enrollment</p>	<p>9. High Enrollment of Neighborhood Students Parents/guardians enroll children in the neighborhood school as their first choice because of high quality educational programs, a positive school climate, and student achievement results</p>	All Students	All Schools	2013-14				<p>State Priorities: 1. Student Achievement 2. Parental Involvement 3. Course Access 4. Other Student Outcomes 5. Basic Services 6. Common Core Standards 7. Student Engagement 8. School Climate</p>
Metrics				Baseline	Annual Improvement			
School enrollment patterns				Baseline to be developed in 2014-15	Establish criteria and baseline	Baseline + 10%	Baseline + 20%	
Cluster articulation data			Baseline to be developed in 2014-15	Establish baseline for the percent of students articulating to schools in their clusters	Baseline + 10% <i>Increase the percent of students articulating to schools in their clusters by 10% over the baseline</i>	Baseline + 20% <i>Increase the percent of students articulating to schools in their clusters by 20% over the baseline</i>		

WORKING DRAFT

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (Based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	
Need: To support staff and students in the effective use of technologies to support teaching and learning	10. Digital Literacy Students have access to and skill in applying technologies to leverage their learning	All Students	All Schools	2013-14				State Priorities: 1. Student Achievement 3. Course Access 5. Basic Services 7. Student Engagement
Metrics				Baseline	Annual Improvement			
Digital environment availability				Baseline to be developed in 2014-15	Establish baseline for the percent of classrooms (students) with available instructional technology	Baseline + 10% Increase the percent of classrooms (students) with available instructional technology by 10% over the baseline	Baseline + 20% Increase the percent of classrooms (students) with available instructional technology by 20% over the baseline	
Student use of instructional technology						Establish baseline for the percent of students using instructional technology	Baseline + 10% Increase the percent of students using instructional technology by 10% over the baseline	
Teacher Survey (i21)			In 2012-13, 75% of teachers rated themselves at level 4, 'Appropriation,' on the 5-point rubric.	Baseline + 5% Increase the percent of teachers self-rating at level 4, 'Appropriation,' on the 5-point rubric by 5% over the baseline	Baseline + 10% Increase the percent of teachers self-rating at level 4, 'Appropriation,' on the 5-point rubric by 10% over the baseline	Baseline + 15% Increase the percent of teachers self-rating at level 4, 'Appropriation,' on the 5-point rubric by 15% over the baseline		

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (Based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	
<p>Need: To expand the extended learning and enrichment opportunities provided at neighborhood schools that serve as hubs for needed social and community services</p>	<p>11. Neighborhood Centers with Services Depending on Neighborhood Needs Schools are centers for extended learning and enrichment opportunities and provide academic and social services</p>	All Students	All Schools	2013-14				<p>State Priorities: 1. Student Achievement 2. Parental Involvement 8. School Climate</p>
<p>Metrics Extended learning/enrichment opportunities as reported by each cluster</p>				Baseline	Annual Improvement			
				Baseline to be developed in 2014-15	Establish baselines for the number of extended learning/enrichment opportunities in each cluster	Baseline + 10% <i>Increase the number of extended learning/enrichment opportunities in each cluster by 10% over the baseline</i>	Baseline + 20% <i>Increase the number of extended learning/enrichment opportunities in each cluster by 20% over the baseline</i>	

WORKING DRAFT

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (Based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	
<p>Need: To provide positive learning climates as well as safe, clean learning facilities to support teaching and learning</p> <p>Metrics</p> <p>Facilities Inspection Tool (% of schools at 'Good' or better)</p> <p>Suspension Rates</p> <p>Number of Expulsions</p> <p>School Climate Survey</p> <p>School Safety Plan</p>	<p>12. Safe and Well-maintained Facilities Schools provide safe, well-maintained facilities and positive learning climates that support the academic, social, emotional, and physical needs of students</p>	All Students	All Schools	<p>2013-14</p> <p>Baseline</p> <p>The district percent of schools at the "Good" or better rating in 2012-13 was 99%</p> <p>The districtwide suspension rate for 2012-13 was 4.8%.</p> <p>In 2012-13, the district had 213 expulsions.</p> <p>Baseline to be developed in 2014-15</p> <p>In 2013-14, 100% of schools submitted compliant school safety plans</p>	<p>100% of schools will be at the "Good" or better rating on the FIT</p> <p>Baseline - 5% <i>Decrease the districtwide suspension rate by 5% from the baseline</i></p> <p>Baseline - 10% <i>Reduce the number of expulsions across the district by 10% from the baseline</i></p> <p>Establish criteria and baselines for various constructs (e.g., safety) from available school climate surveys</p> <p>Maintain 100% of schools with compliant school safety plans</p>	<p>Maintain 100% of schools at the "Good" or better rating on the FIT</p> <p>Baseline - 10% <i>Decrease the districtwide suspension rate by 10% from the baseline</i></p> <p>Baseline - 20% <i>Reduce the number of expulsions across the district by 20% from the baseline</i></p> <p>Baseline + 10% <i>Increase by 10% over baselines, the percent of schools at expectations on the constructs established from school climate surveys</i></p> <p>Maintain 100% of schools with compliant school safety plans</p>	<p>Maintain 100% of schools at the "Good" or better rating on the FIT</p> <p>Baseline - 15% <i>Decrease the districtwide suspension rate by 15% from the baseline</i></p> <p>Baseline - 30% <i>Reduce the number of expulsions across the district by 30% from the baseline</i></p> <p>Baseline + 20% <i>Increase by 20% over baselines, the percent of schools at expectations on the constructs established from school climate surveys</i></p> <p>Maintain 100% of schools with compliant school safety plans</p>	<p>State Priorities:</p> <p>1. Student Achievement</p> <p>5. Basic Services</p> <p>7. Student Engagement</p> <p>8. School Climate</p>
<p>Annual Improvement</p>								

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA’s budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
 - 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
-
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Note: The core actions presented below for each goal are intended as multiple-year strategies for impacting teaching and learning. Actions, services, metrics, and expenditures may be adjusted as needed in response to current areas of growth and need. The expenditures in this plan are supported by the Local Control Funding Formula (LCFF) budget.

Goal from Section 2	Related State and Local Priorities from Section 2	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?			
					Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	
<p>1. Closing the Achievement Gap with High Expectations for All</p> <p>All levels of the organization work to improve student achievement and close the achievement for all underperforming student groups</p>	<p>State Priorities:</p> <ol style="list-style-type: none"> 1. Student Achievement 2. Parental Involvement 3. Course Access 4. Other Student Outcomes 5. Basic Services 6. Common Core Standards 7. Student Engagement 8. School Climate 	<p><i>Breaking cycles of historic underachievement is dependent on a districtwide commitment. San Diego Unified is poised to leverage key strategies that will assure students have the supports and services they need in order to take advantage of a full-range of post graduation options and opportunities.</i></p> <p><i>Key actions and services are provided across a 3-year timeframe.</i></p>	LEA-wide		<p>The core actions are intended as multiple-year strategies for impacting teaching and learning. Actions, services, metrics, and expenditures may be adjusted as needed in response to current areas of growth and need. Expenditures are supported by the Local Control Funding Formula budget</p>	<p><u>\$9.1 million</u></p> <ol style="list-style-type: none"> 1. Schools use multiple assessment measures to gauge student understanding and application of learning 2. Schools set and monitor progress goals for all students and student groups 3. High schools participate in Positive Behavioral Interventions and Supports processes and will develop strategic plans to improve both school climate and student behavior outcomes 	<p><u>\$9.1 million</u></p> <ol style="list-style-type: none"> 1. Schools modify and use multiple assessment measures to gauge student understanding and application of learning 2. Schools monitor and refine progress goals for all students and student groups 3. High schools participate in Positive Behavioral Interventions and Supports processes and modify and refine strategic plans to improve both school climate and student behavior outcomes 	<p><u>\$9.1 million</u></p> <ol style="list-style-type: none"> 1. Schools modify and use multiple assessment measures to gauge student understanding and application of learning 2. Schools monitor and refine progress goals for all students and student groups 3. High schools participate in Positive Behavioral Interventions and Supports processes and modify and refine strategic plans to improve both school climate and student behavior outcomes

Goal from Section 2	Related State and Local Priorities from Section 2	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1 2014-15	Year 2 2015-16	Year 3 2016-17
1. Closing the Achievement Gap with High Expectations for All (continued)					<p>4. Early Learning Programs will define, develop, and assure the implementation of a well-articulated pathway from pre-school through grade 1</p> <p>5. Provide strategic supports at the earliest levels by lowering class size in grades TK - grade 3; provide targeted intervention and supports for at-risk learners; and, providing professional development for teachers directed at best first teaching, intervention, and support</p> <p>6. Improve outcomes for TK and kindergarten students with disabilities by providing access to age-appropriate educational opportunities with non-disabled peers</p>	<p>4. Early Learning Programs will monitor and refine the implementation of a well-articulated pathway from pre-school through grade 1</p> <p>5. Continue to provide strategic supports at the earliest levels by sustaining lowered class size in grades TK-grade 3; provide targeted intervention and supports for at-risk learners; and, providing professional development for teachers directed at best first teaching, intervention, and support</p> <p>6. Continue to improve outcomes for TK and kindergarten students with disabilities by providing access to age-appropriate educational opportunities with non-disabled peers</p>	<p>4. Early Learning Programs will monitor and refine the implementation of a well-articulated pathway from pre-school through grade 1'</p> <p>5. Continue to provide strategic supports at the earliest levels by sustaining lowered class size in grades TK-grade 3; provide targeted intervention and supports for at-risk learners; and, providing professional development for teachers directed at best first teaching, intervention, and support</p> <p>6. Continue to improve outcomes for TK and kindergarten students with disabilities by providing access to age-appropriate educational opportunities with non-disabled peers</p>

Goal from Section 2	Related State and Local Priorities from Section 2	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1 2014-15	Year 2 2015-16	Year 3 2016-17
1. Closing the Achievement Gap with High Expectations for All (continued)					<p>7. Counselors and support staff monitor student access to advanced pathways</p> <p>8. Central office staff supports area superintendents, principals, and school staffs to access data and build a culture of data analysis across all schools</p> <p>9. Create and monitor the implementation of appropriate programs and services for students with disabilities</p> <p>10. All middle and high school students have a 6 or 4 year plan, respectively, that clearly articulate the courses students must complete to meet the A-G requirements including world language</p>	<p>7. Counselors and support staff monitor student access to advanced pathways</p> <p>8. Central office staff continues to support area superintendents, principals, and school staffs to access data and establish a culture of data analysis across all schools</p> <p>9. Refine and monitor the implementation of appropriate programs and services for students with disabilities</p> <p>10. All middle and high school students have a 6 or 4 year plan, respectively, that clearly articulate the courses students must complete to meet the A-G requirements including world language</p>	<p>7. Counselors and support staff monitor student access to advanced pathways</p> <p>8. Central office staff continues to support area superintendents, principals, and school staffs to access data and establish a culture of data analysis across all schools</p> <p>9. Refine and monitor the implementation of appropriate programs and services for students with disabilities</p> <p>10. All middle and high school students have a 6 or 4 year plan, respectively, that clearly articulate the courses students must complete to meet the A-G requirements including world language</p>

Goal from Section 2	Related State and Local Priorities from Section 2	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1 2014-15	Year 2 2015-16	Year 3 2016-17
1. Closing the Achievement Gap with High Expectations for All (continued)					<p>11. Central office and secondary school staffs work collaborative to identify and implement best practices that improve the outcomes for 9th grade students at every high school</p> <p>12. Improve the outcome for students with disabilities. Specifically: (1) Increase the percentage of students who earn high school diplomas, and (2) increase the percentage of students participating in functional curricula, who, by the age of 22, transition into the community as contributing members</p>	<p>11. Central office and secondary school staffs work collaborative to refine and implement best practices that improve the outcomes for 9th grade students at every high school</p> <p>12. Continue to improve the outcome for students with disabilities. Specifically: (1) Increase the percentage of students who earn high school diplomas, and (2) increase the percentage of students participating in functional curricula, who, by the age of 22, transition into the community as contributing members</p>	<p>11. Central office and secondary school staffs work collaborative to refine and implement best practices that improve the outcomes for 9th grade students at every high school</p> <p>12. Continue to improve the outcome for students with disabilities. Specifically: (1) Increase the percentage of students who earn high school diplomas, and (2) increase the percentage of students participating in functional curricula, who, by the age of 22, transition into the community as contributing members</p>

Goal from Section 2	Related State and Local Priorities from Section 2	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1 2014-15	Year 2 2015-16	Year 3 2016-17
<p>2. Access to a Broad and Challenging Curriculum</p> <p>Students have equitable access to rigorous, well-rounded, standards-aligned curricula that assures readiness for a full-range of post-graduation options</p>	<p>State Priorities:</p> <ol style="list-style-type: none"> 1. Student Achievement 2. Parental Involvement 3. Course Access 4. Other Student Outcomes 5. Basic Services 6. Common Core Standards 	<p><i>District actions and services focus on assuring access to rigorous, common core aligned education programs and materials that include opportunities for enrichment and enhanced study in areas of interest.</i></p> <p><i>Key actions and services are provided across a 3-year timeframe.</i></p>	LEA-wide		<p>The core actions are intended as multiple-year strategies for impacting teaching and learning. Actions, services, metrics, and expenditures may be adjusted as needed in response to current areas of growth and need. Expenditures are supported by the Local Control Funding Formula budget</p> <p>\$47.1 million</p> <ol style="list-style-type: none"> 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, and UC/CSU A-G requirements 2. Provide for cohesive, coherent, and well-articulated programs and course pathways within and across grade levels 	<p>\$47.1 million</p> <ol style="list-style-type: none"> 1. Continue to review, update, and monitor the district’s course of study to fully align with the Common Core and new state standards, and UC/CSU A-G requirements 2. Monitor to ensure cohesive, coherent, and well-articulated programs and course pathways within and across grade levels 	<p>\$47.1 million</p> <ol style="list-style-type: none"> 1. Continue to review, update, and monitor the district’s course of study to fully align with the Common Core and new state standards, and UC/CSU A-G requirements 2. Monitor to ensure cohesive, coherent, and well-articulated programs and course pathways within and across grade levels

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					Year 1 2014-15	Year 2 2015-16	Year 3 2016-17
2. Access to a Broad and Challenging Curriculum (continued)					<p>3. Master schedules guarantee access to A-G courses leading to graduation and college/career readiness for all high school students, student groups and provide for a growing number of students to have access to advanced learning courses (e.g., Advanced Placement, International Baccalaureate, Honors)</p> <p>4. School staff support students and families to plan and monitor courses to prepare them for graduation and post-graduation opportunities (e.g. 4-6 Year Plan, Naviance)</p>	<p>3. Monitor and provide master schedules that guarantee access to A-G courses leading to graduation and college/career readiness for all high school students, student groups and provide for a growing number of students to have access to advanced learning courses (e.g., Advanced Placement, International Baccalaureate, Honors)</p> <p>4. School staff support students and families to plan and monitor courses to prepare them for graduation and post-graduation opportunities (e.g. 4-6 Year Plan, Naviance)</p>	<p>3. Monitor and provide master schedules that guarantee access to A-G courses leading to graduation and college/career readiness for all high school students, student groups and provide for a growing number of students to have access to advanced learning courses (e.g., Advanced Placement, International Baccalaureate, Honors)</p> <p>4. School staff support students and families to plan and monitor courses to prepare them for graduation and post-graduation opportunities (e.g. 4-6 Year Plan, Naviance)</p>

Goal from Section 2	Related State and Local Priorities from Section 2	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1 2014-15	Year 2 2015-16	Year 3 2016-17
2. Access to a Broad and Challenging Curriculum (continued)					<p>5. Provide for cohesive and coherent enhanced/extended learning opportunities including: Linked Learning, Career and Technical Education, Gifted and Talented Education, Advanced Placement, International Baccalaureate, Biliteracy and Dual Language Programs, Visual and Performing Arts, Advancement Via Individual Determination, Science Technology Engineering Arts Math, and outdoor learning opportunities</p> <p>6. Develop and refine Common Core aligned 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</p>	<p>5. Monitor and provide for cohesive and coherent enhanced/extended learning opportunities including: Linked Learning, Career and Technical Education, Gifted and Talented Education, Advanced Placement, International Baccalaureate, Biliteracy and Dual Language Programs, Visual and Performing Arts, Advancement Via Individual Determination, Science Technology Engineering Arts Math, and outdoor learning opportunities</p> <p>6. Modify and refine Common Core aligned 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</p>	<p>5. Monitor and provide for cohesive and coherent enhanced/extended learning opportunities including: Linked Learning, Career and Technical Education, Gifted and Talented Education, Advanced Placement, International Baccalaureate, Biliteracy and Dual Language Programs, Visual and Performing Arts, Advancement Via Individual Determination, Science Technology Engineering Arts Math, and outdoor learning opportunities</p> <p>6. Modify and refine Common Core aligned 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</p>

Goal from Section 2	Related State and Local Priorities from Section 2	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1 2014-15	Year 2 2015-16	Year 3 2016-17
2. Access to a Broad and Challenging Curriculum (continued)					<p>7. Identify and provide standards-aligned instructional materials and resources</p> <p>8. Provide increased access to school libraries</p> <p>9. All levels of leadership and staff develop and implement curriculum, and educational collections and resources that provide programs and services that are inclusive of the needs of all students in the community they serve</p>	<p>7. Continue to identify and provide standards-aligned instructional materials and resources</p> <p>8. Provide and sustain increased access to school libraries</p> <p>9. Leadership and staff continue to develop and provide curriculum, resources, programs, and services that are inclusive of the needs of all students in the community they serve</p>	<p>7. Continue to identify and provide standards-aligned instructional materials and resources</p> <p>8. Provide and sustain increased access to school libraries</p> <p>9. Leadership and staff continue to develop and provide curriculum, resources, programs, and services that are inclusive of the needs of all students in the community they serve</p>

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					Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	
<p>3. Quality Teaching</p> <p>Students have access to a highly effective teacher in every course and in every year</p>	<p>State Priorities:</p> <ol style="list-style-type: none"> 1. Student Achievement 2. Parental Involvement 5. Basic Services 6. Common Core Standards 7. Student Engagement 8. School Climate 	<p><i>Student success is dependent upon highly qualified teachers, effective teaching practices that support, extend, and enrich learning opportunities.</i></p> <p><i>Key actions and services are provided across a 3-year timeframe.</i></p>	LEA-wide		<p>The core actions are intended as multiple-year strategies for impacting teaching and learning. Actions, services, metrics, and expenditures may be adjusted as needed in response to current areas of growth and need.</p> <p>Expenditures are supported by the Local Control Funding Formula budget</p>	<p>\$395.6 million</p> <ol style="list-style-type: none"> 1. Provide for effective teacher hiring, recruitment (including partnerships with local universities), and retention practices (including Special Education, Bilingual, and other hard to staff positions) and assure that teachers are properly assigned and supported 2. Provide district support for beginning teachers, interns, and peer assistance to effectively teach diverse student groups 3. Provide supports and training for special and general education staff who teach and support students with special needs 	<p>\$395.6 million</p> <ol style="list-style-type: none"> 1. Monitor and provide for effective teacher hiring, recruitment (including partnerships with local universities), and retention practices (including Special Education, Bilingual, and other hard to staff positions) and assure that teachers are properly assigned and supported 2. Provide district support for beginning teachers, interns, and peer assistance to effectively teach diverse student groups 3. Monitor and refine supports and training for staff who teach and support students with special needs 	<p>\$395.6 million</p> <ol style="list-style-type: none"> 1. Monitor and provide for effective teacher hiring, recruitment (including partnerships with local universities), and retention practices (including Special Education, Bilingual, and other hard to staff positions) and assure that teachers are properly assigned and supported 2. Provide district support for beginning teachers, interns, and peer assistance to effectively teach diverse student groups 3. Monitor and refine supports and training for staff who teach and support students with special needs

Goal from Section 2	Related State and Local Priorities from Section 2	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1 2014-15	Year 2 2015-16	Year 3 2016-17
3. Quality Teaching (continued)					<p>4. Provide systems of support at the school and district level to enhance instructional practices, professional learning, attendance, and success</p> <p>5. Design Visiting Teacher Academies to build capacity of visiting teachers and develop a cohort of quality teacher candidates</p> <p>6. Cluster support teachers work alongside principals, teachers, and school staffs to build capacity around the Common Core and ELD State Standards, adult learning structures (Professional Learning Communities, Instructional Leadership Teams), technology integration, and effective teacher practice</p>	<p>4. Monitor and refine district and school level systems of support to enhance instructional practices, professional learning, attendance, and success</p> <p>5. Provide Visiting Teacher Academies to build capacity of visiting teachers and develop a cohort of quality teacher candidates</p> <p>6. Cluster support and other resource teachers work alongside principals, teachers, and school staffs to build and deepen capacity around the content standards, adult learning structures, technology integration, and effective teacher practice</p>	<p>4. Monitor and refine district and school level systems of support to enhance instructional practices, professional learning, attendance, and success</p> <p>5. Refine Visiting Teacher Academies to build capacity of visiting teachers and develop a cohort of quality teacher candidates</p> <p>6. Cluster support and other resource teachers work alongside principals, teachers, and school staffs to build and deepen capacity around the content standards, adult learning structures, technology integration, and effective teacher practice</p>

Goal from Section 2	Related State and Local Priorities from Section 2	Actions and Services	Level of Service	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1 2014-15	Year 2 2015-16	Year 3 2016-17
3. Quality Teaching (continued)					7. The Special Education Division works in concert with the Office of Leadership Development, area superintendents, and principals collaboratively to support schools in providing quality professional learning and instructional supports for students with disabilities	7. The Special Education Division works in concert with the Office of Leadership Development, area superintendents, and principals collaboratively to support schools in providing quality professional learning and instructional supports for students with disabilities	7. The Special Education Division works in concert with the Office of Leadership Development, area superintendents, and principals collaboratively to support schools in providing quality professional learning and instructional supports for students with disabilities

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					Year 1 2014-15	Year 2 2015-16	Year 3 2016-17
<p>4. Quality Leadership</p> <p>Quality leadership is evident at all levels of the system with a unifying vision that motivates, inspires, and empowers stakeholders to provide optimal student educational opportunities</p>	<p>State Priorities:</p> <ol style="list-style-type: none"> 1. Student Achievement 2. Parental Involvement 3. Course Access 4. Other Student Outcomes 5. Basic Services 6. Common Core Standards 7. Student Engagement 8. School Climate 	<p><i>San Diego Unified is committed to supporting the development of highly effective leaders across settings and structures.</i></p> <p><i>Key actions and services are provided across a 3-year timeframe.</i></p>	LEA-wide		<p>The core actions are intended as multiple-year strategies for impacting teaching and learning. Actions, services, metrics, and expenditures may be adjusted as needed in response to current areas of growth and need.</p> <p>Expenditures are supported by the Local Control Funding Formula budget</p> <p>42.8 million</p> <ol style="list-style-type: none"> 1. Area superintendents and school leaders participate in a comprehensive professional development plan to support instructional leadership directed at improved teaching and learning in the classroom (e.g., the 5 Dimensions of Teaching and Learning, Learning Cycles, Leadership Practices) 2. School leaders participate in regular Professional Learning Communities to plan, design lessons, examine student data, and engage in collaborative learning structures and processes 	<p>42.8 million</p> <ol style="list-style-type: none"> 1. Review, modify, and refine the comprehensive professional development plan for area superintendents and school leaders to support instructional leadership directed at improved teaching and learning in the classroom. 2. School leaders participate in regular Professional Learning Communities to plan, design lessons, examine student data, and engage in collaborative learning structures and processes 	<p>42.8 million</p> <ol style="list-style-type: none"> 1. Review, modify, and refine the comprehensive professional development plan for area superintendents and school leaders to support instructional leadership directed at improved teaching and learning in the classroom. 2. School leaders participate in regular Professional Learning Communities to plan, design lessons, examine student data, and engage in collaborative learning structures and processes

Goal from Section 2	Related State and Local Priorities from Section 2	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1 2014-15	Year 2 2015-16	Year 3 2016-17
4. Quality Leadership (continued)					<p>3. The content of professional development supports the effective implementation of the and ELD State Standards and reflects school, district and state priorities including the integration of digital tools and relevant technology platforms</p> <p>4. Supports are provided at multiple levels of leadership to foster positive and collaborative student and staff relationships, positive school climate, and students' academic success</p>	<p>3. The content of professional development is monitored and refined to support the effective implementation of the state content standards and to reflect school, district and state priorities</p> <p>4. Supports are monitored and refined at multiple levels of leadership to foster positive and collaborative student and staff relationships, positive school climate, and students' academic success</p>	<p>3. The content of professional development is monitored and refined to support the effective implementation of the state content standards and to reflect school, district and state priorities</p> <p>4. Supports are monitored and refined at multiple levels of leadership to foster positive and collaborative student and staff relationships, positive school climate, and students' academic success</p>

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Goal from Section 2	Related State and Local Priorities from Section 2	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
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<p>5. Professional Learning for all Staff</p> <p>All staff members engage in ongoing professional study directed at standards-aligned teaching and learning</p>	<p>State Priorities:</p> <p>1. Student Achievement 4. Other Student Outcomes 6. Common Core Standards 7. Student Engagement 8. School Climate</p>	<p><i>Professional development is provided to build capacity for effective leadership, teaching, and learning. The content of professional learning is aligned to and supports the effective implementation of the Common Core Standards and reflects district goals and state priorities.</i></p> <p><i>Key actions and services are provided across a 3-year timeframe.</i></p>	LEA-wide		<p>The core actions are intended as multiple-year strategies for impacting teaching and learning. Actions, services, metrics, and expenditures may be adjusted as needed in response to current areas of growth and need.</p> <p>Expenditures are supported by the Local Control Funding Formula budget</p> <p>\$1.3 million</p> <ol style="list-style-type: none"> 1. Support site-based professional learning through Professional Learning Communities 2. Provide cluster-level support and learning opportunities through Common Core Cluster Support Teachers and other district staff 3. Schools develop, monitor, and refine a Site Professional Development Plan with a clear emphasis on the successful implementation of the Common Core and ELD State Standards and high levels of student achievement 4. Establish Visiting Teacher Academies to develop a pool of well-trained visiting teachers. 	<p>\$1.3 million</p> <ol style="list-style-type: none"> 1. Support site-based professional learning through Professional Learning Communities 2. Provide cluster-level support and learning opportunities through Cluster Support Teachers and other district staff 3. Schools monitor and refine their Site Professional Development Plan with a clear emphasis on the successful implementation of the Common Core and ELD State Standards and high levels of student achievement 4. Develop a pool of well-trained visiting teachers through Visiting Teacher Academies 	<p>\$1.3 million</p> <ol style="list-style-type: none"> 1. Support site-based professional learning through Professional Learning Communities 2. Provide cluster-level support and learning opportunities through Cluster Support Teachers and other district staff 3. Schools monitor and refine their Site Professional Development Plan with a clear emphasis on the successful implementation of the Common Core and ELD State Standards and high levels of student achievement 4. Develop a pool of well-trained visiting teachers through refined Visiting Teacher Academies

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					Year 1 2014-15	Year 2 2015-16	Year 3 2016-17
5. Professional Learning for all Staff (continued)					<p>5. Provide relevant professional learning for all support staff</p> <p>6. The Special Education Department, the Office of Leadership Development, area superintendents, and the Office of Language Acquisition collaborate to support schools in providing quality professional learning and instructional support for students with disabilities and English Learners</p> <p>7. Provide professional learning for teachers of early learners focused on quality reading instruction and research-based interventions</p>	<p>5. Monitor and provide relevant professional learning for all support staff</p> <p>6. The Special Education Department, the Office of Leadership Development, area superintendents, and the Office of Language Acquisition collaborate to support schools in providing quality professional learning and instructional support for students with disabilities and English Learners</p> <p>7. Refine and provide professional learning for teachers of early learners focused on quality reading instruction and research-based interventions</p>	<p>5. Monitor and provide relevant professional learning for all support staff</p> <p>6. The Special Education Department, the Office of Leadership Development, area superintendents, and the Office of Language Acquisition collaborate to support schools in providing quality professional learning and instructional support for students with disabilities and English Learners</p> <p>7. Refine and provide professional learning for teachers of early learners focused on quality reading instruction and research-based interventions</p>

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					Year 1 2014-15	Year 1 2014-15	Year 1 2014-15
<p>6. Parent and Community Engagement around Student Achievement</p> <p>Parents and community members are engage within and across schools to support student learning</p>	<p>State Priorities:</p> <p>1. Student Achievement 2. Parental Involvement 7. Student Engagement 8. School Climate</p>	<p><i>San Diego Unified recognizes and honors the critical role that that parents/guardians and community members play in the academic success of students.</i></p> <p><i>Key actions and services are provided across a 3-year timeframe.</i></p>	LEA-wide		<p>The core actions are intended as multiple-year strategies for impacting teaching and learning. Actions, services, metrics, and expenditures may be adjusted as needed in response to current areas of growth and need.</p> <p>Expenditures are supported by the Local Control Funding Formula budget</p> <p><u>\$3.8 million</u></p> <p>1. Expand the range of meaningful opportunities for parents and community members to actively participate in school and district activities, including training for committees (e.g. School Site Council, District Advisory Council, District English Learner Advisory Committee)</p> <p>2. Provide opportunities and resources for parents/guardians to support their children’s education at home and their role in preparing their children for college and career</p> <p>3. Expand the range of tools and training to access district resources (e.g., Naviance, school websites)</p>	<p><u>\$3.8 million</u></p> <p>1. Provide and monitor a range of meaningful opportunities for parents and community members to actively participate in school and district activities, including training for committees.</p> <p>2. Monitor and provide opportunities and resources for parents/guardians to support their children’s education at home and their role in preparing their children for college and career</p> <p>3. Modify and refine the tools and parent training to effectively access district resources</p>	<p><u>\$3.8 million</u></p> <p>1. Provide and monitor range of meaningful opportunities for parents and community members to actively participate in school and district activities including training for committees.</p> <p>2. Monitor and provide opportunities and resources for parents/guardians to support their children’s education at home and their role in preparing their children for college and career</p> <p>3. Modify and refine the tools and parent training to effectively access district resources</p>

Goal from Section 2	Related State and Local Priorities from Section 2	Actions and Services	Level of Service	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1 2014-15	Year 1 2014-15	Year 1 2014-15
6. Parent and Community Engagement around Student Achievement (continued)					<p>4. Improve district communication strategies and structures for timely and easy access to information, support, and resources</p> <p>5. Provide district family engagement opportunities that are attentive to and supportive of neighborhood culture, circumstance, and needs</p> <p>6. Expand and simplify access to the Quality Assurance Office for parents and community members to express concerns and issues and receive a timely response</p> <p>7. Translation and interpretation services are provided to facilitate effective communication</p>	<p>4. Continue to improve district communication strategies and structures for timely and easy access to information, support, and resources</p> <p>5. Monitor and provide district family engagement opportunities that are attentive to and supportive of neighborhood culture, circumstance, and needs</p> <p>6. Monitor effective access to the Quality Assurance Office for parents and community members to express concerns and issues and receive a timely response</p> <p>7. Translation and interpretation services are provided to facilitate effective communication</p>	<p>4. Continue to improve district communication strategies and structures for timely and easy access to information, support, and resources</p> <p>5. Monitor and provide district family engagement opportunities that are attentive to and supportive of neighborhood culture, circumstance, and needs</p> <p>6. Monitor effective access to the Quality Assurance Office for parents and community members to express concerns and issues and receive a timely response</p> <p>7. Translation and interpretation services are provided to facilitate effective communication</p>

Goal from Section 2	Related State and Local Priorities from Section 2	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
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<p>7. Quality Support Staff Integrated and Focused on Student Achievement</p> <p>Learning communities are supported by classified and certificated staff on school campuses who contribute to high-level student achievement and quality neighborhood schools</p>	<p>State Priorities:</p> <p>1. Student Achievement 3. Course Access 5. Basic Services 6. Common Core Standards 7. Student Engagement 8. School Climate</p>	<p><i>San Diego Unified is committed to becoming a learning organization in which all staff share the responsibility for and contribute to student success.</i></p> <p><i>Key actions and services are provided across a 3-year timeframe.</i></p>	LEA-wide		<p>The core actions are intended as multiple-year strategies for impacting teaching and learning. Actions, services, metrics, and expenditures may be adjusted as needed in response to current areas of growth and need.</p> <p>Expenditures are supported by the Local Control Funding Formula budget</p> <p><u>\$75.0 million</u></p> <p>1. Recruit, hire, support, and retain high quality site support staff (e.g., nursing, police services, health services, transportation, food services, landscape, custodial, paraprofessionals, school office staff)</p>	<p><u>\$75.0 million</u></p> <p>1. Recruit, hire, support, and retain high quality site support staff (e.g., nursing, police services, health services, transportation, food services, landscape, custodial, paraprofessionals, school office staff)</p>	<p><u>\$75.0 million</u></p> <p>1. Recruit, hire, support, and retain high quality site support staff (e.g., nursing, police services, health services, transportation, food services, landscape, custodial, paraprofessionals, school office staff)</p>

Goal from Section 2	Related State and Local Priorities from Section 2	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
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<p>8. Supportive Environments that Value Diversity in the Service of Students</p> <p>Staffs and faculties provide for learning environments and instructional practices that are culturally responsive and which challenge bias</p>	<p>State Priorities:</p> <ol style="list-style-type: none"> 1. Student Achievement 2. Parental Involvement 3. Course Access 4. Other Student Outcomes 5. Basic Services 7. Student Engagement 8. School Climate 	<p><i>Diversity is a hallmark of San Diego Unified. Our staff and student populations represent a range of cultures, ethnicities, races, languages, and worldviews</i></p> <p><i>Key actions and services are provided across a 3-year timeframe.</i></p>	LEA-wide		<p>The core actions are intended as multiple-year strategies for impacting teaching and learning. Actions, services, metrics, and expenditures may be adjusted as needed in response to current areas of growth and need.</p> <p>Expenditures are supported by the Local Control Funding Formula budget</p>		
					<p>\$0.9 million</p> <ol style="list-style-type: none"> 1. Provide cultural proficiency training that recognizes personal bias and discriminatory practices 2. Monitor district and school policies, practices, and services for evidence of bias or discriminatory practices and take appropriate corrective action 3. Provide for school-based systems and supports that reflect varied student needs and interests 	<p>\$0.9 million</p> <ol style="list-style-type: none"> 1. Monitor and refine cultural proficiency training that recognizes personal bias and discriminatory practices 2. Monitor district and school policies, practices, and services for evidence of bias or discriminatory practices and take appropriate corrective action 3. Monitor and provide for school-based systems and supports that reflect varied student needs and interests 	<p>\$0.9 million</p> <ol style="list-style-type: none"> 1. Monitor and refine cultural proficiency training that recognizes personal bias and discriminatory practices 2. Monitor district and school policies, practices, and services for evidence of bias or discriminatory practices and take appropriate corrective action 3. Monitor and provide for school-based systems and supports that reflect varied student needs and interests

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<p>9. High Enrollment of Neighborhood Students</p> <p>Parents/guardians enroll children in the neighborhood school as their first choice because of high quality educational programs, a positive school climate, and student achievement results</p>	<p>State Priorities:</p> <ol style="list-style-type: none"> 1. Student Achievement 2. Parental Involvement 3. Course Access 4. Other Student Outcomes 5. Basic Services 6. Common Core Standards 7. Student Engagement 8. School Climate 	<p><i>Communities feel welcome and are confident that their neighborhood school provides the highest quality teaching and learning.</i></p> <p><i>Key actions and services are provided across a 3-year timeframe.</i></p>	LEA-wide		<p>The core actions are intended as multiple-year strategies for impacting teaching and learning. Actions, services, metrics, and expenditures may be adjusted as needed in response to current areas of growth and need.</p> <p>Expenditures are supported by the Local Control Funding Formula budget</p>	<p>\$1.0 million</p> <ol style="list-style-type: none"> 1. Assure that all schools are welcoming, attractive, safe, and well-maintained 2. Promote the qualities of neighborhood schools through multiple media sources 3. Monitor neighborhood enrollment, including reasons for any increase or decrease 4. Set and monitor goals for new enrollment at all schools 5. Provide high quality transitional kindergarten programs at all elementary schools 	<p>\$1.0 million</p> <ol style="list-style-type: none"> 1. Continue to assure that all schools are welcoming, attractive, safe, and well-maintained 2. Promote the qualities of neighborhood schools through an increasing of multiple media sources 3. Monitor neighborhood enrollment, including reasons for any increase or decrease 4. Set and monitor goals for increased enrollment at all schools 5. Monitor the quality of transitional kindergarten programs at all elementary schools 	<p>\$1.0 million</p> <ol style="list-style-type: none"> 1. Continue to assure that all schools are welcoming, attractive, safe, and well-maintained 2. Promote the qualities of neighborhood schools through an increasing number of media sources 3. Monitor neighborhood enrollment, including reasons for any increase or decrease 4. Set and monitor goals for increased enrollment at all schools 5. Monitor the quality of transitional kindergarten programs at all elementary schools

Goal from Section 2	Related State and Local Priorities from Section 2	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1 2014-15	Year 2 2015-16	Year 3 2016-17
10. Digital Literacy Students have access to and skill in applying technologies to leverage their learning	State Priorities: 1. Student Achievement 3. Course Access 5. Basic Services 7. Student Engagement	<i>Access to and the effective use of a variety of technologies plays an important role in the learning lives of our students – both in and out of school.</i> <i>Key actions and services are provided across a 3-year timeframe.</i>	LEA-wide		The core actions are intended as multiple-year strategies for impacting teaching and learning. Actions, services, metrics, and expenditures may be adjusted as needed in response to current areas of growth and need. Expenditures are supported by the Local Control Funding Formula budget		
					<u>\$8.5 million</u> 1. Expand digital resources including timely replenishing of teacher and student devices, as well as maintaining and upgrading technology infrastructures 2. Provide training for teachers, administrators, paraprofessionals, and support staff to effectively engage students in using a variety of digital resources to leverage learning	<u>\$8.5 million</u> 1. Monitor and update as needed, digital resources including teacher and student devices, as well as maintaining and upgrading technology infrastructures 2. Continue to provide training for teachers, administrators, paraprofessionals, and support staff to effectively engage students in using a variety of digital resources to leverage learning	<u>\$8.5 million</u> 1. Monitor and update as needed, digital resources including teacher and student devices, as well as maintaining and upgrading technology infrastructures 2. Continue to provide training for teachers, administrators, paraprofessionals, and support staff to effectively engage students in using a variety of digital resources to leverage learning

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Goal from Section 2	Related State and Local Priorities from Section 2	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1 2014-15	Year 2 2015-16	Year 3 2016-17
11. Neighborhood Centers with Services Depending on Neighborhood Needs Schools are centers for extended learning and enrichment opportunities and provide academic and social services	State Priorities: 1. Student Achievement 2. Parental Involvement 8. School Climate	<i>San Diego Unified Schools are used to extend and enrich learning and provide a hub for needed social and community services.</i> <i>Key actions and services are provided across a 3-year timeframe.</i>	LEA-wide		The core actions are intended as multiple-year strategies for impacting teaching and learning. Actions, services, metrics, and expenditures may be adjusted as needed in response to current areas of growth and need. Expenditures are supported by the Local Control Funding Formula budget		
					<u>\$0.7 million</u> 1. Provide extended learning opportunities beyond the school day (e.g., tutoring, enrichment opportunities) 2. Create community partnerships to support student and family engagement and learning 3. Solicit input from the community to assist in the identification of needed learning and social services	<u>\$0.7 million</u> 1. Provide extended learning opportunities beyond the school day (e.g., tutoring, enrichment opportunities) 2. Create new and nurture existing community partnerships to support student and family engagement and learning 3. Solicit input from the community to assist in the identification of needed learning and social services	<u>\$0.7 million</u> 1. Provide extended learning opportunities beyond the school day (e.g., tutoring, enrichment opportunities) 2. Create new and nurture existing community partnerships to support student and family engagement and learning 3. Solicit input from the community to assist in the identification of needed learning and social services

Goal from Section 2	Related State and Local Priorities from Section 2	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1 2014-15	Year 2 2015-16	Year 3 2016-27
<p>12. Safe and Well-maintained Facilities</p> <p>Schools provide safe, well-maintained facilities and positive learning climates that support the academic, social, emotional, an physical needs of students</p>	<p>State Priorities:</p> <p>1. Student Achievement 5. Basic Services 7. Student Engagement 8. School Climate</p>	<p><i>San Diego Unified is developing a system and culture built on principles of positive interventions and supports. Positive learning climates, safe environments, and clean learning environments positively impact teaching and learning.</i></p> <p><i>Key actions and services are provided across a 3-year timeframe.</i></p>	LEA-wide		<p>The core actions are intended as multiple-year strategies for impacting teaching and learning. Actions, services, metrics, and expenditures may be adjusted as needed in response to current areas of growth and need.</p> <p>Expenditures are supported by the Local Control Funding Formula budget</p> <p>\$77.4 million</p> <ol style="list-style-type: none"> 1. Assure that schools are attractive and clean 2. Assure that school safety is a priority and led by school staff with the support of Police Services; School Safety Plans are updated annually 3. Provide opportunities and supports for middle and high schools to implement restorative justice practices 4. District and school staffs set goals to decrease suspension and expulsion rates, discipline referrals, and removal from classroom incidents and implement positive alternatives (e.g., Restorative Justice, PBIS) 	<p>\$77.4 million</p> <ol style="list-style-type: none"> 1. Assure that schools are attractive and clean 2. Assure that school safety is a priority and led by school staff with the support of Police Services; School Safety Plans are updated annually 3. Provide opportunities and supports for additional middle and high schools to implement restorative justice practices 4. District and school staffs set goals to decrease suspension and expulsion rates, discipline referrals, and removal from classroom incidents and implement positive alternatives 	<p>\$77.4 million</p> <ol style="list-style-type: none"> 1. Assure that schools are attractive and clean 2. Assure that school safety is a priority and led by school staff with the support of Police Services; School Safety Plans are updated annually 3. Provide opportunities and supports for additional middle and high schools to implement restorative justice practices 4. District and school staffs set goals to decrease suspension and expulsion rates, discipline referrals, and removal from classroom incidents and implement positive alternatives

Goal from Section 2	Related State and Local Priorities from Section 2	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1 2014-15	Year 2 2015-16	Year 3 2016-27
12. Safe and Well-maintained Facilities (continued)					5. The district will assess the impact of intense student behaviors and design a differentiated system of support for school staffs and students	5. The district will monitor and assess the impact of intense student behaviors and modify and refine differentiated systems of support for school staffs and students	5. The district will monitor and assess the impact of intense student behaviors and modify and refine differentiated systems of support for school staffs and students

WORKING DRAFT

Goal from Section 2	Related State and Local Priorities from Section 2	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1 2014-15	Year 2 2015-16	Year 3 2016-17
13. Goals 1-12	State Priorities: 1. Student Achievement 2. Parental Involvement 3. Course Access 4. Other Student Outcomes 5. Basic Services 6. Common Core Standards 7. Student Engagement 8. School Climate	<i>District personnel and infrastructures support quality schools in every neighborhood.</i> <i>Key actions and services are provided across a 3-year timeframe.</i>	LEA-wide		The core actions are intended as multiple-year strategies for impacting teaching and learning. Actions, services, metrics, and expenditures may be adjusted as needed in response to current areas of growth and need. Expenditures are supported by the Local Control Funding Formula budget		
					\$78.7 million 1. Shift the practice of central office administration across units, programs, and departments to personalize and expedite services for schools 2. Central office administrators provide high-quality support, especially as it relates to the quality and timeliness of supports provided to school leaders 3. Develop the capacity of all central office personnel to support the improvement of teaching and learning including: Integrated Technology, Facilities Maintenance, Transportation, Human Relations, Labor Relations, Financial Services	\$78.7 million 1. Establish and support the practice of central office administration across units, programs, and departments to personalize and expedite services for schools 2. Central office administrators provide high-quality support, especially as it relates to the quality and timeliness of supports provided to school leaders 3. Continue to develop the capacity of all central office personnel to support the improvement of teaching and learning across all district schools.	\$78.7 million 1. Establish and support the practice of central office administration across units, programs, and departments to personalize and expedite services for schools 2. Central office administrators provide high-quality support, especially as it relates to the quality and timeliness of supports provided to school leaders 3. Continue to develop the capacity of all central office personnel to support the improvement of teaching and learning across all district schools.

- B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Note: The core actions presented below for each student group are intended as multiple-year strategies for impacting teaching and learning. Actions, services, metrics, and expenditures may be adjusted as needed in response to current areas of growth and need. The expenditures in this plan are supported by the Local Control Funding Formula (LCFF) budget.

Goal from Section 2	Related State and Local Priorities from Section 2	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1 2014-15	Year 2 2015-16	Year 3 2016-17
<p>Closing the Achievement Gap with High Expectations for All</p> <p>All levels of the organization work to improve student achievement and close the achievement gap for all underperforming student groups</p>	<p>State Priorities:</p> <ol style="list-style-type: none"> 1. Student Achievement 2. Parental Involvement 3. Course Access 4. Other Student Outcomes 5. Basic Services 6. Common Core Standards 7. Student Engagement 8. School Climate 	<p>English Learners and Reclassified Students:</p> <p><i>San Diego Unified is committed to providing our English Learners access to high quality educational programs designed to assure that they acquire proficiency rapidly and effectively and meet or exceed grade level standards for academic achievement and to ensure that Reclassified students, former English Learners, continue to achieve at high levels</i></p> <p><i>Key actions and services are provided across a 3-year timeframe.</i></p>	LEA-wide		<p>The core actions are intended as multiple-year strategies for impacting teaching and learning. Actions, services, metrics, and expenditures may be adjusted as needed in response to current areas of growth and need.</p> <p>Expenditures are supported by the Local Control Funding Formula budget</p>		
					<p>\$20.6 million</p> <ol style="list-style-type: none"> 1. Central office staff will convene and lead an English Learner Task Force and 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 2. Develop and refine efficient data reporting tools and systems with the capacity to monitor the progress of English Learners, including long-term English Learners and reclassified English Learners 3. Establish a district and site goal for reclassification 	<p>\$20.6 million</p> <ol style="list-style-type: none"> 1. Continue the work of the English Learner Task Force network of schools to focus on monitoring, preventing and supporting long-term English Learners and underperforming reclassified students, as well as other identified areas of need. 2. Develop and refine efficient data reporting tools and systems with the capacity to monitor the progress of English Learners, including long-term English Learners and reclassified English Learners 3. Monitor and modify, if needed, district and site goals for reclassification 	<p>\$20.6 million</p> <ol style="list-style-type: none"> 1. Continue the work of the English Learner Task Force network of schools to focus on monitoring, preventing and supporting long-term English Learners and underperforming reclassified students, as well as other identified areas of need. 2. Develop and refine efficient data reporting tools and systems with the capacity to monitor the progress of English Learners, including long-term English Learners and reclassified English Learners 3. Monitor and modify, if needed, district and site goals for reclassification

Goal from Section 2	Related State and Local Priorities from Section 2	Actions and Services	Level of Service	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1 2014-15	Year 2 2015-16	Year 3 2016-17
<p><u>English Learners and Reclassified Students</u></p> <p>Closing the Achievement Gap with High Expectations for All (continued)</p>					<p>4. Site administrators, English Learner Support Teachers, teachers, Instructional Leadership Teams, Professional Learning Communities, and support staff routinely use data to: (a) monitor the progress of English Learners including long-term English Learners, b) determine the short- and longer-term needs of English Learners, and (c) determine specific actions designed to accelerate language acquisition and learning for English Learners</p>	<p>4. Site administrators, English Learner Support Teachers, teachers, Instructional Leadership Teams, Professional Learning Communities, and support staff routinely use data to: (a) monitor the progress of English Learners including long-term English Learners and reclassified students,, b) determine the short- and longer-term needs of English Learners, and (c) determine specific actions designed to accelerate language acquisition and learning for English Learners</p>	<p>4. Site administrators, English Learner Support Teachers, teachers, Instructional Leadership Teams, Professional Learning Communities, and support staff routinely use data to: (a) monitor the progress of English Learners including long-term English Learners and reclassified students,, b) determine the short- and longer-term needs of English Learners, and (c) determine specific actions designed to accelerate language acquisition and learning for English Learners</p>

Goal from Section 2	Related State and Local Priorities from Section 2	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1 2014-15	Year 2 2015-16	Year 3 2016-17
<p><u>English Learners and Reclassified Students</u></p> <p>Closing the Achievement Gap with High Expectations for All (continued)</p>					<p>5. Principals, teachers, and support staff participate in high quality professional development designed to support English language development and quality instructional practices for English Learners (e.g., Quality Teaching for English Learners); the Office of Language Acquisition, English Learner Support Teachers, and site staff support sustained and effective implementation of this learning at school sites</p> <p>6. The Office of Language Acquisition, the Office of Leadership Development, area superintendents, Common Core Cluster Support Teachers, and English Learner Support Teachers collaborate to support schools in providing quality professional learning and instructional support for English Learners including: new arrivals, long-term and reclassified students</p>	<p>5. Principals, teachers, and support staff participate in high quality professional development designed to support English language development and quality instructional practices for English Learner (e.g., Quality Teaching for English Learners); the Office of Language Acquisition, English Learner Support Teachers, and site staff support sustained and effective implementation of this learning at school sites</p> <p>6. The Office of Language Acquisition, the Office of Leadership Development, area superintendents, Common Core Cluster Support Teachers, and English Learner Support Teachers collaborate to support schools in providing quality professional learning and instructional support for English Learners including: new arrivals, long-term and reclassified students</p>	<p>5. Principals, teachers, and support staff participate in high quality professional development designed to support English language development and quality instructional practices for English Learners (e.g., Quality Teaching for English Learners); the Office of Language Acquisition, English Learner Support Teachers, and site staff support sustained and effective implementation of this learning at school sites</p> <p>6. The Office of Language Acquisition, the Office of Leadership Development, area superintendents, Common Core Cluster Support Teachers, and English Learner Support Teachers collaborate to support schools in providing quality professional learning and instructional support for English Learners including: new arrivals, long-term and reclassified students</p>

Goal from Section 2	Related State and Local Priorities from Section 2	Actions and Services	Level of Service	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1 2014-15	Year 1 2014-15	Year 1 2014-15
<p><u>English Learners and Reclassified Students</u></p> <p>Closing the Achievement Gap with High Expectations for All (continued)</p>					<p>7. English Learner course placement and pathways are provided, refined, and monitored to assure access to appropriate secondary courses (e.g., English as a Second Language, Academic Language Development, advanced course options) to assure college and career readiness</p> <p>8. Expand Academic Language Development course to more middle and high schools</p> <p>9. Elementary sites provide dedicated instruction for English Language Development as well as instruction that expands and extends academic language development across the school day</p>	<p>7. English Learner course placement and pathways are provided, refined, and monitored to assure access to appropriate secondary courses (e.g., English as a Second Language, Academic Language Development, advanced course options) to assure college and career readiness</p> <p>8. Monitor, refine, and provide Academic Language Development course to more middle and high schools</p> <p>9. Elementary sites provide dedicated instruction for English Language Development as well as instruction that expands and extends academic language development across the school day</p>	<p>7. English Learner course placement and pathways are provided, refined, and monitored to assure access to appropriate secondary courses (e.g., English as a Second Language, Academic Language Development, advanced course options) to assure college and career readiness</p> <p>8. Monitor, refine, and provide Academic Language Development course to more middle and high schools</p> <p>9. Elementary sites provide dedicated instruction for English Language Development as well as instruction that expands and extends academic language development across the school day</p>

Goal from Section 2	Related State and Local Priorities from Section 2	Actions and Services	Level of Service	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1 2014-15	Year 1 2014-15	Year 1 2014-15
<p><u>English Learners and Reclassified Students</u></p> <p>Closing the Achievement Gap with High Expectations for All (continued)</p>					<p>10. English Learner Support Teachers implement and facilitate quality teaching and learning for English Learners, long-term English Learners and reclassified students in schools with higher concentrations of English Learners</p> <p>11. The Special Education Trans-disciplinary Team provides training and support to schools for English Learners with disabilities and monitors and refines a comprehensive evaluation process for referrals, identification and placement, and appropriate services</p> <p>12. Parents/families are engaged and informed of English Learner programs, services, and progress through school based and district parent committees, events, tools and resources, and learning opportunities</p>	<p>10. English Learner Support Teachers implement and facilitate quality teaching and learning for English Learners, long-term English Learners and reclassified students in schools with higher concentrations of English Learners</p> <p>11. The Special Education Trans-disciplinary Team provides training and support to schools for English Learners with disabilities and monitors and refines a comprehensive evaluation process for referrals, identification and placement, and appropriate services</p> <p>12. Parents/families are engaged and informed of English Learner programs, services, and progress through school based and district parent committees, events, tools and resources, and learning opportunities</p>	<p>10. English Learner Support Teachers implement and facilitate quality teaching and learning for English Learners, long-term English Learners and reclassified students in schools with higher concentrations of English Learners</p> <p>11. The Special Education Trans-disciplinary Team provides training and support to schools for English Learners with disabilities and monitors and refines a comprehensive evaluation process for referrals, identification and placement, and appropriate services</p> <p>12. Parents/families are engaged and informed of English Learner programs, services, and progress through school based and district parent committees, events, tools and resources, and learning opportunities</p>

Goal from Section 2	Related State and Local Priorities from Section 2	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1 2014-15	Year 2 2015-16	Year 3 2016-17
<p>Closing the Achievement Gap with High Expectations for All</p> <p>All levels of the organization work to improve student achievement and close the achievement gap for all underperforming student groups</p>	<p>State Priorities:</p> <ol style="list-style-type: none"> 1. Student Achievement 2. Parental Involvement 3. Course Access 4. Other Student Outcomes 5. Basic Services 6. Common Core Standards 7. Student Engagement 8. School Climate 	<p>Foster Youth</p> <p><i>Foster youth are intentionally identified, monitored, and supported through a dedicated district department, the Office of Children and Youth in Transition. This office orchestrates enhanced services and support for foster youth</i></p> <p><i>Key actions and services are provided across a 3-year timeframe</i></p>	LEA-wide		<p>The core actions are intended as multiple-year strategies for impacting teaching and learning. Actions, services, metrics, and expenditures may be adjusted as needed in response to current areas of growth and need.</p> <p>Expenditures are supported by the Local Control Funding Formula budget</p>		
					<p>\$2.1 million</p> <ol style="list-style-type: none"> 1. Provide resource teachers to monitor academic progress, behavioral data, and attendance rates of foster youth at high incidence schools 2. Partner at-risk youth with a mentor teacher to monitor attendance, behavior, and school performance 3. Provide direct and indirect interventions including tutoring and collaboration with social and community agencies 4. Provide professional development to all staff on laws and topics pertaining to foster youth (e.g., AB 490, graduation requirements, trauma informed care resources) 	<p>\$2.1 million</p> <ol style="list-style-type: none"> 1. Provide resource teachers to monitor academic progress, behavioral data, and attendance rates of foster youth at high incidence schools 2. Partner at-risk youth with a mentor teacher to monitor attendance, behavior, and school performance 3. Monitor and refine direct and indirect interventions including tutoring and collaboration with social and community agencies 4. Provide professional development to all staff on laws and topics pertaining to foster youth (e.g., AB 490, graduation requirements, trauma informed care resources) 	<p>\$2.1 million</p> <ol style="list-style-type: none"> 1. Provide resource teachers to monitor academic progress, behavioral data, and attendance rates of foster youth at high incidence schools 2. Partner at-risk youth with a mentor teacher to monitor attendance, behavior, and school performance 3. Monitor and refine direct and indirect interventions including tutoring and collaboration with social and community agencies 4. Provide professional development to all staff on laws and topics pertaining to foster youth (e.g., AB 490, graduation requirements, trauma informed care resources)

Goal from Section 2	Related State and Local Priorities from Section 2	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1 2014-15	Year 1 2014-15	Year 1 2014-15
Foster Youth Closing the Achievement Gap with High Expectations for All (continued)					5. Monitor enrollment and articulation to feeder schools to provide stability for students 6. Provide district staff with needed information, resources, and services to support the education of foster youth	5. Monitor enrollment and articulation to feeder schools to provide stability for students 6. Provide district staff with needed information, resources, and services to support the education of foster youth	5. Monitor enrollment and articulation to feeder schools to provide stability for students 6. Provide district staff with needed information, resources, and services to support the education of foster youth

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Goal from Section 2	Related State and Local Priorities from Section 2	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1 2014-15	Year 2 2015-16	Year 3 2016-17
<p>Closing the Achievement Gap with High Expectations for All</p> <p>All levels of the organization work to improve student achievement and close the achievement gap for all underperforming student groups</p>	<p>State Priorities:</p> <ol style="list-style-type: none"> 1. Student Achievement 2. Parental Involvement 3. Course Access 4. Other Student Outcomes 5. Basic Services 6. Common Core Standards 7. Student Engagement 8. School Climate 	<p>Low-Income Youth</p> <p><i>San Diego Unified recognizes that our low-income youth face greater challenges. Our schools can play a critically important role in assuring that these students graduate from high school with an array of needed academic, social, and emotional skills.</i></p> <p><i>Key actions and services are provided across a 3-year timeframe.</i></p>	LEA-wide		<p>The core actions are intended as multiple-year strategies for impacting teaching and learning. Actions, services, metrics, and expenditures may be adjusted as needed in response to current areas of growth and need.</p> <p>Expenditures are supported by the Local Control Funding Formula budget</p>		
					<p>\$20.6 million</p> <ol style="list-style-type: none"> 1. Provide increased services to 29 high need sites that serve a disproportionate number of low-income youth (lower class size in transitional kindergarten-grade 3, transitional kindergarten intervention programs, pre-school classes, nursing services, counseling services) 2. Principals, teachers, and support staff build strong relationships between the school and the home through strong communication and home visits as needed 3. Principals, teachers, and support staff work collaboratively and diligently to create an inclusive, welcoming climate 	<p>\$20.6 million</p> <ol style="list-style-type: none"> 1. Monitor need and provide increased targeted services to identified high need sites that serve a disproportionate number of low-income youth. 2. Principals, teachers, and support staff continue to build strong relationships between the school and the home through strong communication and home visits as needed 3. Principals, teachers, and support staff work collaboratively and diligently to create an inclusive, welcoming climate 	<p>\$20.6 million</p> <ol style="list-style-type: none"> 1. Monitor need and provide increased targeted services to identified high need sites that serve a disproportionate number of low-income youth. 2. Principals, teachers, and support staff continue to build strong relationships between the school and the home through strong communication and home visits as needed 3. Principals, teachers, and support staff work collaboratively and diligently to create an inclusive, welcoming climate

Goal from Section 2	Related State and Local Priorities from Section 2	Actions and Services	Level of Service	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1 2014-15	Year 2 2015-16	Year 3 2016-17
<p><u>Low-Income Youth</u></p> <p>Closing the Achievement Gap with High Expectations for All (continued)</p>					<p>4. Provide targeted services and supports including psychologists, counseling, special education resource staff, and health services</p>	<p>4. Provide targeted services and supports including psychologists, counseling, special education resource staff, and health services</p>	<p>4. Provide targeted services and supports including psychologists, counseling, special education resource staff, and health services</p>

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- C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

2014-15 Supplemental and Concentration funds: \$52.0 million

San Diego Unified expended approximately \$20.4 million in supplemental and concentration funds FY in 2013-14. For FY 2014-15 San Diego Unified must allocate a targeted amount of \$52.0 million (supplemental and concentration funds) for continued support and services for English learners, foster youth and/or low income students. This represents an increase of \$31.6 million over FY 2013-14. The over-arching goal is to promote and accelerate student learning and close gaps in achievement for these student groups. Given that the district's unduplicated student percentage is 62.5, and English learners, foster youth and/or low income students are represented in all of our schools, there is a need to provide systemic, coordinated, and targeted supports and services across the district for these targeted student groups.

Use of supplemental and concentration funds includes the following:

- Provide an allocation to each school, based on counts of unduplicated students to provide targeted services and for English learners, foster youth, and low-income students.
- Provide enhanced and updated data reporting tools and systems to monitor and inform instruction and achievement for English learners, foster youth, and low-income students.
- Provide professional development opportunities designed to provide effective instructional practices and targeted support for English learners, foster youth and low-income students.
- Provide school-based and centralized training, support, and resources for parents and families of English learners, foster youth, and low-income students.
- Provide for English Learner Support Teachers, resource teachers to support foster youth and youth in transition, and leadership and support staff to enhance and improve pedagogy and assessment in all areas of instruction

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

The District's proportionality percentage for 2014-15 is 7.27%. Services for unduplicated pupils will be increased and improved as compared to services provided to all students by providing additional targeted supports and services including the following:

- Provide increased services to 29 high need sites that serve a disproportionate number of low-income youth (lower class size in transitional kindergarten-grade 3, transitional kindergarten intervention programs, pre-school classes, nursing services, counseling services).
- Resource teachers to monitor academic progress, behavioral data, and attendance rates of foster youth at high incidence schools.
- Central office staff will convene and lead an English Learner Task Force and 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.
- English Learner course placement and pathways are provided, refined, and monitored to assure access to appropriate secondary courses (e.g., English as a Second Language, Academic Language Development, advanced course options) to assure college and career readiness.
- English Learner Support Teachers implement and facilitate quality teaching and learning for English Learners, long-term English Learners and reclassified students in schools with higher concentrations of English Learners.
- Provide additional services and supports for English learners, foster youth, and low-income students including counseling, targeted language development, health services, interventions, extended learning, and training and support for their parents and families.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.