LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Diego Unified School District
CDS Code: 37683380000000
School Year: 2024-25
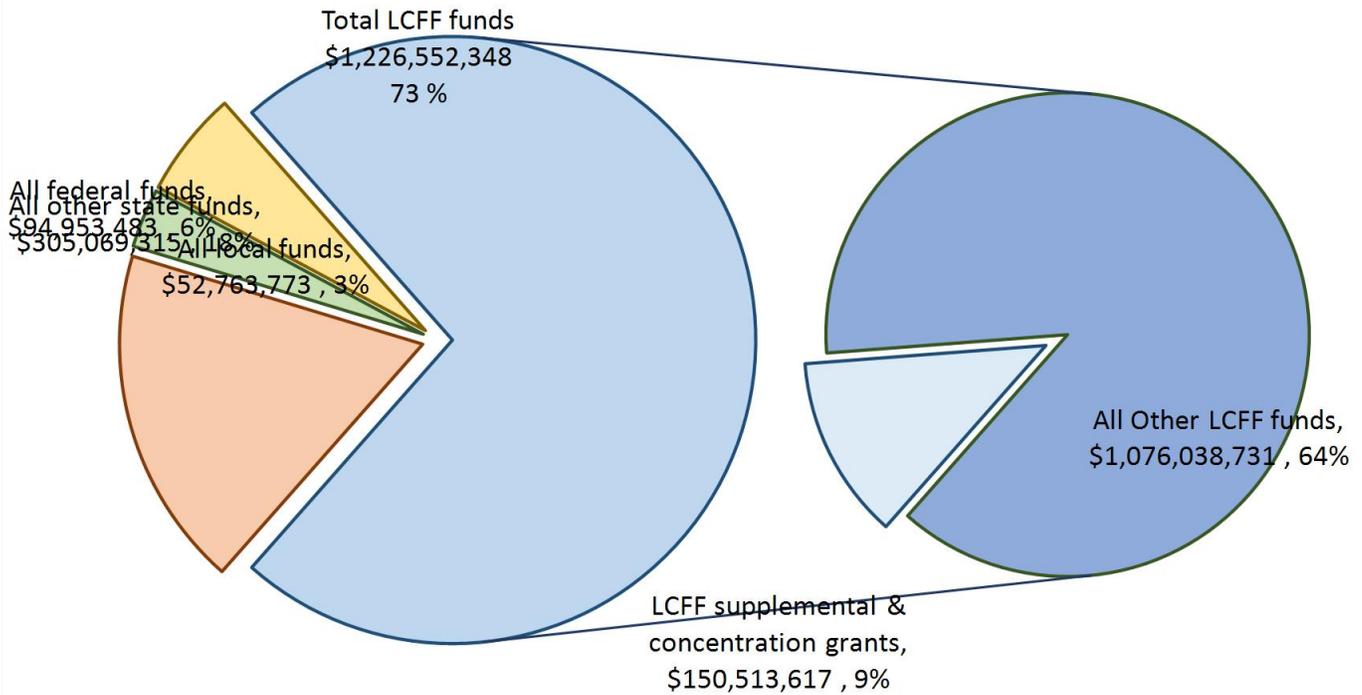LEA contact information:
Lamont A. Jackson, Ph.D.
Superintendent of Public Education

619-725-5506

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

Total LCFF funds
$1,226,552,348
73 %

All federal funds
$94,953,483 , 6%

All other state funds,
$305,069,315 , 18%

All local funds,
$52,763,773 , 3%

All Other LCFF funds,
$1,076,038,731 , 64%

LCFF supplemental &
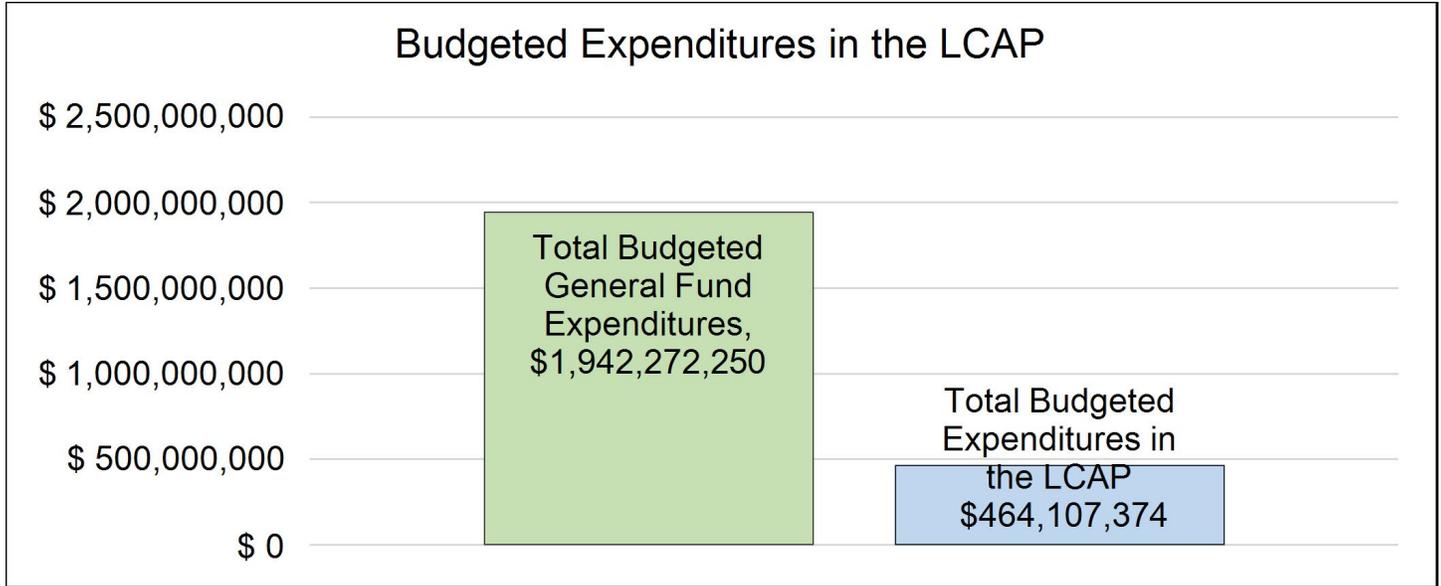concentration grants,
$150,513,617 , 9%

This chart shows the total general purpose revenue San Diego Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Diego Unified School District is $1,679,338,919, of which $1,226,552,348.00 is Local Control Funding Formula (LCFF), $305,069,315.00 is other state funds, $52,763,773.00 is local funds, and $94,953,483.00 is federal funds. Of the $1,226,552,348.00 in LCFF Funds, $150,513,617.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $1,942,272,250	Total Budgeted Expenditures in the LCAP $464,107,374

This chart provides a quick summary of how much San Diego Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: San Diego Unified School District plans to spend $1,942,272,250.00 for the 2024-25 school year. Of that amount, $464,107,374.00 is tied to actions/services in the LCAP and $1,478,164,876 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

San Diego Unified School District (SDUSD) has made a committed effort in engaging with our community partners to create a comprehensive and cohesive accountability plan with student-focused outcomes. The LCAP is a strategic planning document that will establish priorities to develop and attain the goals of the organization while using SDUSD's concentric circle model as guidance. This LCAP reflects the priority initiatives necessary to progress academic success while supporting the whole child, for all students with a continued focus on equity and inclusion. In an effort to highlight this critical work, the District has taken a priority based approach to its LCAP and as such many of the base operational services were removed from the LCAP to promote transparency. The LCAP does not include the required reserves, charter school funding, private school funding, or base operational services (i.e., custodial, regular classroom teachers, school administration, business support service departments, etc.). The LCAP also does not include certain site-specific funding sources (for example, foundations, donations, etc.), utilities, or the STRS On-Behalf Pension Contribution.
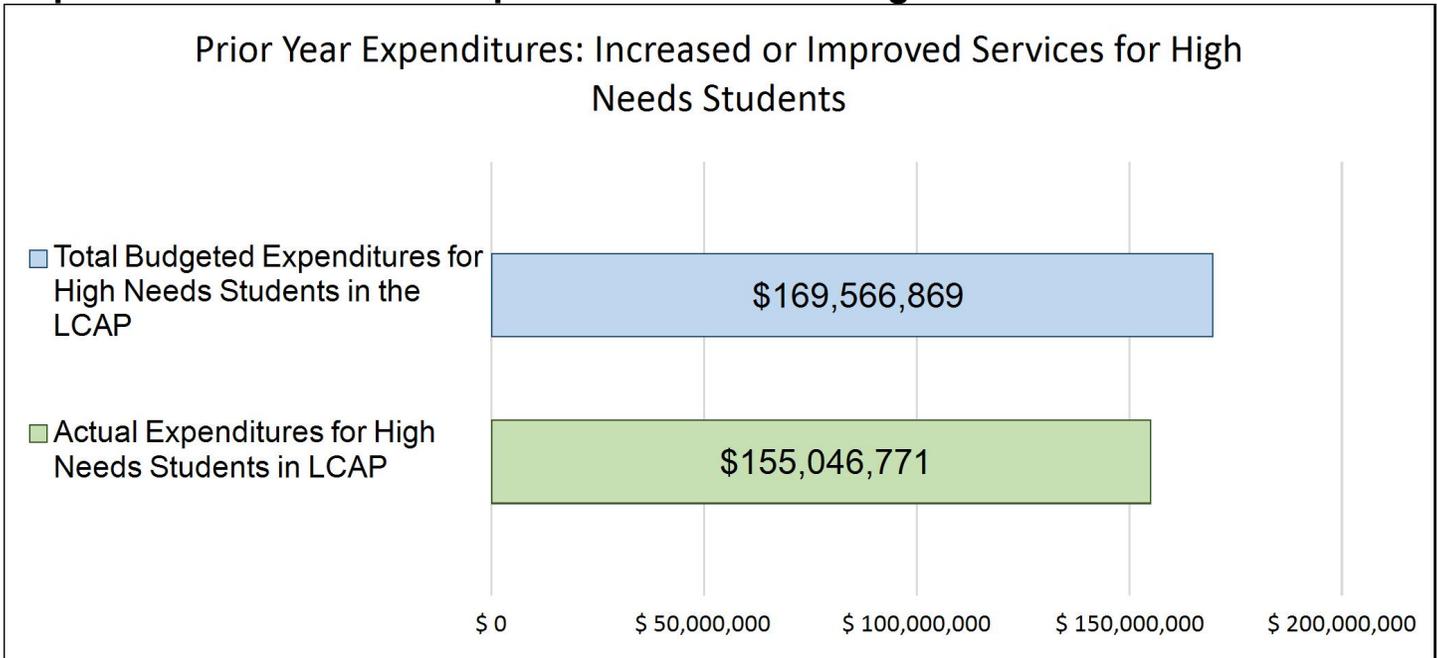
Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, San Diego Unified School District is projecting it will receive $150,513,617.00 based on the enrollment of foster youth, English learner, and low-income students. San Diego Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. San

Diego Unified School District plans to spend $164,657,019.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24

Prior Year Expenditures: Increased or Improved Services for High Needs Students

Total Budgeted Expenditures for High Needs Students in the LCAP: $169,566,869

Actual Expenditures for High Needs Students in LCAP: $155,046,771

$ 0 $ 50,000,000 $ 100,000,000 $ 150,000,000 $ 200,000,000

This chart compares what San Diego Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what San Diego Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, San Diego Unified School District's LCAP budgeted $169,566,869.00 for planned actions to increase or improve services for high needs students. San Diego Unified School District actually spent $155,046,771.00 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-14,520,098 had the following impact on San Diego Unified School District's ability to increase or improve services for high needs students:

While San Diego Unified School District budgeted $169,566,869.00 for planned actions to increase or improve services for high needs students in 2023-24; the revenue received to support these actions was $149,532,188.00 in which SDUSD actually spent $155,046,771.00. The total expenditures to increase or improve services for high needs students in 2023-24 exceeded the amount of revenue received. SDUSD spent less than what was budgeted mostly due to cost saving measures implemented to address the spending deficit.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Diego Unified School District	Lamont A. Jackson, Ph.D. Superintendent of Public Education	ljackson@sandi.net 619-725-5506

Goals and Actions

Goal

Goal #	Description
1	Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms & District - with Equity at the Core and Support for the Whole Child

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate	4.5%	0.1%	2.5%	1.6%	2.0%
Number of Expulsions	71	0	45	29	30
Student Attendance Rate	(Source: Hoonuit as of June 1, 2021) All Students: 94.76% African American: 92.42% Asian: 97.98% Filipino: 98.07% Hispanic: 92.31% Multi: 96.38% Native American: 93.54% Pacific Islander: 93.31% White: 97.71% English Learner: 91.87% Students with Disabilities: 91.78% Meal Eligible: 93.10%	(Source: Hoonuit as of May 12, 2022) All Students: 90.6% African American: 88.8% Asian: 94.5% Filipino: 93.2% Hispanic: 88.3% Multi: 91.7% Native American: 88.4% Pacific Islander: 87.2% White: 93.1% English Learner: 87.4% Students with Disabilities: 87.7% Meal Eligible: 89.1%	(Source: Hoonuit as of May 1, 2023) All Students: 92.0% African American: 91.1% Asian: 94.8% Filipino: 94.1% Hispanic: 90.4% Multi: 92.8% Native American: 90.9% Pacific Islander: 90.8% White: 93.5% English Learner: 90.2% Students with Disabilities: 89.4% Meal Eligible: 91.1%	(Source: Hoonuit, 5/22/2024) All Students: 93.2 African American: 92.4 Asian: 95.8 Filipino: 95.0 Hispanic: 91.8 Multi: 94.0 Native American: 92.7 Pacific Islander: 91.5 White: 94.4 English Learner: 91.8 Students with Disabilities: 90.8 Meal Eligible: 92.4	All Students: 95.51% African American: 93.17% Asian: 98.28% Filipino: 98.37% Hispanic: 93.06% Multi: 97.13% Native American: 94.29% Pacific Islander: 94.06% White: 98.01% English Learner: 92.62% Students with Disabilities: 92.53% Meal Eligible: 93.85%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Climate Survey – Safety	Grade 5: 76 Grade 7: 57 Grade 9: 49 Grade 11: 52	Grade 5: 85 Grade 7: 74 Grade 9: 71 Grade 11: 71	Grade 5: 79 Grade 7: 53 Grade 9: 59 Grade 11: 61	Grade 5: 77 Grade 7: 54 Grade 9: 59 Grade 11: 62	Grade 5: 91 Grade 7: 72 Grade 9: 64 Grade 11: 72
School Climate Survey – Caring Relationships	Grade 5: 45 Grade 7: 28 Grade 9: 23 Grade 11: 29	Grade 5: 73 Grade 7: 64 Grade 9: 58 Grade 11: 61	Grade 5: 71 Grade 7: 57 Grade 9: 55 Grade 11: 59	Grade 5: 67 Grade 7: 60 Grade 9: 57 Grade 11: 62	Grade 5: 60 Grade 7: 43 Grade 9: 48 Grade 11: 44
School Climate Survey – High Expectations	Grade 5: 49 Grade 7: 42 Grade 9: 32 Grade 11: 35	Grade 5: 86 Grade 7: 77 Grade 9: 71 Grade 11: 70	Grade 5: 85 Grade 7: 72 Grade 9: 69 Grade 11: 69	Grade 5: 82 Grade 7: 72 Grade 9: 69 Grade 11: 71	Grade 5: 54 Grade 7: 57 Grade 9: 47 Grade 11: 50
School Climate Survey – Meaningful Participation	Grade 5: 15 Grade 7: 11 Grade 9: 9 Grade 11: 11	Grade 5: 44 Grade 7: 30 Grade 9: 25 Grade 11: 31	Grade 5: 46 Grade 7: 28 Grade 9: 24 Grade 11: 23	Grade 5: 41 Grade 7: 28 Grade 9: 26 Grade 11: 28	Grade 5: 30 Grade 7: 26 Grade 9: 24 Grade 11: 26
Chronic Absenteeism Rate	(from 2019 CA Dashboard) All Students: 12.4% African American: 16.4% American Indian or Alaska Native: 21.3% Asian: 5.5% Filipino: 5.9% Hispanic: 16.8% Native Hawaiian or Pacific Islander: 22.8%	(Source: Hoonuit as of May 12, 2022) All Students: 32.6% African American: 39.3% American Indian or Alaska Native: 42.4% Asian: 16.9% Filipino: 21.8% Hispanic: 44.7% Native Hawaiian or Pacific Islander: 45.5%	(Source: Hoonuit as of May 1, 2023) All Students: 26.4% African American: 30.6% American Indian or Alaska Native: 28.2% Asian: 15.3% Filipino: 17.9% Hispanic: 35.6% Native Hawaiian or Pacific Islander: 32.9%	(Source: Hoonuit, 5/22/2024) All Students: 21.2 African American: 24.6 American Indian: 23.1 Asian: 9.9 Filipino: 13.0 Hispanic: 28.4 Pacific Islander: 30.2 White: 13.8 Two or More Races: 16.9	All Students: 8.7% African American: 11.5% American Indian or Alaska Native: 14.9% Asian: 3.9% Filipino: 4.1% Hispanic: 11.8% Native Hawaiian or Pacific Islander: 16.0% White: 5.4%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	White: 7.7% Two or More Races: 10.4% English Learners: 15.6% Foster Youth: 30.4% Homeless: 28.5% Students with Disabilities: 16.7% Socioeconomically Disadvantaged: 19.4%	White: 21.9% Two or More Races: 27.7% English Learners: 48.1% Foster Youth: 46.7% Homeless: 51.3% Students with Disabilities: 43.3% Socioeconomically Disadvantaged: 39.8%	White: 19.4% Two or More Races: 23.9% English Learners: 36.8% Foster Youth: 38.2% Homeless: 42.5% Students with Disabilities: 37.9% Socioeconomically Disadvantaged: 32.4%	English Learner: 29.0 Foster: 35.7 Homeless: 35.8 Students with Disabilities: 31.3 Economically Disadvantaged: 25.6	Two or More Races: 7.3% English Learners: 10.9% Foster Youth: 21.3% Homeless: 20.0% Students with Disabilities: 11.7% Socioeconomically Disadvantaged: 13.6%
Facilities Inspection Tool (percent of schools at good or better)	100%	100%	100%	100%	100%

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

1.1.d.2 Children Youth in Transition (CYT) shifted to quarterly reports and newsletters.

1.d.3 - Children Youth in Transition (CYT) will strategically abandon partnership with SDCOE Project HOPE due to staffing challenges and SDCOE looking at alternative needs to outreach and support unaccompanied youth. CYT will also strategically abandon partnership with Sally Ride, and SDSU Pathways due to the grants sunsetting. Staff development is occurring this year around STEM curriculum to ensure sustainability of STEAM goals at sites identified through Operation STEM Discovery

1.3.a.1.d - Regularly communicating progress towards goals with students and families. The Counseling and Guidance Office has not been able to identify a data point with fidelity. Although the Counseling and Guidance Department will continue to promote communication through the school counselors, and have shared new ways of communication (text thorough PowerSchool, as an example) the communication is being focused from the school site, not from the Counseling and Guidance Department.

1.3.a.2 The Counseling and Guidance department reorganized support structure to provide direct support to counselors by cluster. Implemented three part PD series for TK-12 counselors around topics including SEL curriculum implementation, trauma-informed care, and building relationships with spotlight students. The spotlight student section including direct instruction around forming trusting relationships with parents. Site counselors participated in guided instruction/planning during these sessions. Future session in May will focus on facilitating 504/SST meetings with parents.

1.4.f.2 - Wellness service expansion has focused mainly on sites with existing wellness centers and Community Schools. Garfield and Twain continue to sustain existing services. The CAL-SAFE grant to support pregnant teens has expired. The counselor assigned to that position will transition into a role within the Counseling & Guidance department that includes the coaching of other counselors on that team to support pregnant teens.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The total increase for Goal 1 is $8.4M or 5.6%. There is no significant change between the budgeted expenditures and the estimated actual expenditures for Goal 1. However, the net increase is mostly attributed to an increase in wages partially offset by position vacancy savings. Increases in counseling, psychology, and mental health services contributed to the net increase for Goal 1 and was partially offset by a decrease in nursing and wellness.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

1.1.a - 1.1.f Ensuring Inclusive Environments

The District will continue to support school site principals in developing school culture and climate goals within each site's Single Plan for Student Achievement (SPSAs).18,918 Parents/Guardians, 6,389 Staff, 19,107 5th (4th PL Cluster), 7th, 9th and 11th grade students were surveyed to provide schools with data from California Healthy Kids Survey (CHKS).

Children Youth in Transition (CYT) shifted to quarterly reports and newsletters. Other forms of communication include communication in four awareness trainings offered to all staff throughout the year through PLO and strategies through professional development at specific school sites and departments. Referrals YTD- received 681 referrals for resources from school sites. This is an increase of 100% from the previous year (342 referrals YTD).
Transportation- Coordinated 385 routes through SDUSD transportation (YTD) Purchased 539 bus passes (YTD- with November purchase totaling 132).
Professional Learning and training - A total of 29 Professional learning and training opportunities have been provided to schools (4 of these were offered at the all counselor training) on Trauma Informed Care that Facilitates Resilience. Two PD opportunities were also offered to

teachers of newcomers in collaboration with MED focused on how to utilize a newcomer orientation support and best strategies once newcomer support has ended..

Two (of four) awareness training have been offered to all staff. Other awareness training have been offered to the Nursing and Wellness Hotline staff, registrars, and operations conference and FSAs. Certificated staff are visiting schools to provide follow up coaching and support. Future awareness training planned for enrollment, food services and transportation.

Awareness training has also been provided to the following community agencies: Neighborhood House Father Joes Door of Hope Alpha Project JFS Rose Canyon SD Rescue Mission and Partners at Learning (UCSD). A training was also offered for Global Village interpreters to understand their role in supporting the newcomer adjust to their first U.S. school

Outreach Events- total of 14 events

Joyner Resource Fair:
21 community agencies attended this event and 120 participants benefited from their services.

Military Resource Fair:
16 community agencies, 16 departments and 274 participants

Adopt a Family:
248 students (120 families/unaccompanied youth) distributed to 46 school sites; 54 departments of donors; $10k in donations; other donations that will be used throughout the year- 1300 gift bags, 15,000 pairs of underwear; 200 toys; 500 new books; 50 clothing items

Door of Hope:
86 students back to school event, resources for families, transportation (MTS, bus routes)
Participated in 10 events (YTD): Mann MS Back to School Night, Marshall ES Back to School Night, Ibarra ES Back to School Night, Sherman Back to School, Horton Back To School, National Charity League Philanthropy Fair
Volunteer Resource Fair (Family Engagement), Fall Resource Fair (for staff), Community Resource Fair, Youth and Social Pow Wow

1.2.a-1.2.c

Site equity teams focused on Professional learning for principals, counselors, teachers & staff and focus on identity, beliefs & bias, systemic oppression & privilege. In year 1 (2023-24 school year) the first cohort was established with 8 schools and 2 PTAs. Through this work suspensions have fallen at the focus schools, for example as reported within the Black Scholars Plan in May 2024, Mann Middle experienced a decrease significantly from Fall 2023 to Fall 2024, declining by 39 suspensions. A second cohort of schools will begin this work in Fall 2024.

1.4.a- 1.4.f

The Nursing and Wellness Department has ensured all students have a medical home, medical management, immunizations for school enrollment and referral loop closure. 3 Medi-Cal enrollers have worked this year to assist families in signing up for Medi-Cal. All school sites have a health office staffed 5 days a week with a health tech and additional staffing per allocation formula with a nurse to assist with medical

management increases because of COVID. Immunization data from the beginning of school went from 19% of 7th graders not able to attend school in the 22/23 school year due to lack of Tdap compliance to 4% for the 23/24 school year which resulted in less 7th grade students missing school. Other sources of linking a medical home with medical management include involvement with the CHDP program where all students entering 1st grade must have a physical, and the Oral Health Assessment program by which an exam links Kindergarteners to early dental intervention. We added a new School Based Health Center at Logan Memorial Education Complex to make 8 school based health centers.

The District will nurture developmentally appropriate wellness practices for children and youth through HealthCorps' Teens Make Health Happen Clubs. These clubs are available at our 3 High School Wellness Centers at Clairemont Canyons High School, San Diego High School and Morse High School and also 20 Middle Schools

The initial Employee Engagement and Wellbeing survey was completed in the Fall with 5,623 employees participating, a 41% participation rate. Our engagement mean is 3.68 with areas of strength in job expectations and opinions counting, areas of growth in employee recognition, supervisor cares, and progress. The Hire-to-Retire workgroup will analyze the data to determine goals and action steps for the 24-25 school year. This will influence the offering of services to employees.

A Fall Wellness Fair was hosted at the Ed Center and focused on the 5 Essential Elements of Well Being as defined by our Gallup partners. Total employee attendance at the Fair was approx. 500 . The Employee Engagement and Wellbeing survey data will be used to determine wellness opportunities for employees that are more targeted to the survey results and needs of the clusters. Online mental health services for non-benefited employees through new HearYou.Org partnership have been used by 20 employees as of Nov. 2023, partnership will not continue for 24-25 due to ESSER funds expiring and low utilization.

The community school program Cohort 1 (5 total) are in year two of strategy implementation and are currently finding root causes and developing/addressing solutions in accordance with the priorities lifted up in their needs/assets assessment. Cohort 2 (10 total) are in year one of strategy implementation and are currently administering their needs/assets assessment with all educational partner groups to obtain at least 75% participation from each group. The District will be adding 10 additional Community Schools (Cohort 3) in 24/25 school year. The District will be including up to 10 additional schools on the CCSPP grant application due on February 9, 2024

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Through the creation of the new 2024-25 LCAP, this goal was rewritten in it's entirety to align to our work towards Student Outcomes Focused Governance. The rewrite of the LCAP goals include realigning metrics to correlate to each action within the plan.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Access to Broad and Challenging Curriculum

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Availability of standards aligned instructional materials	100%	100%	100%	100%	100%
Participation in and passing Advanced Placement (AP) Courses	AP Part: 45.7% AP Pass: 61.3%	AP Part: 43.7% AP Pass: 57.6%	AP Part: 38% AP Pass: 68%	AP Part: 40% AP Pass: 71%	AP Part: 50% AP Pass: 67%
Percentage of students earning D and F Grades using all subject areas described in Section 51210 and subdivisions (a) to (i), inclusive of Section 51220, as applicable	Grade 6: 10.3% Grade 7: 12.5% Grade 8: 13.4% Grade 9: 23.2% Grade 10: 18.1% Grade 11: 13.1% Grade 12: 8.9%	Grade 6: 10.6% Grade 7: 13.4% Grade 8: 14.8% Grade 9: 24.1% Grade 10: 18.1% Grade 11: 14.5% Grade 12: 9.7%	Grade 6: 8.0% Grade 7: 12.0% Grade 8: 14.5% Grade 9: 22.3% Grade 10: 20.1% Grade 11: 14.1% Grade 12: 9.6%	Grade 6: 9.3% Grade 7: 12.4% Grade 8: 13.4% Grade 9: 19.9% Grade 10: 16.3% Grade 11: 14.1% Grade 12: 8.2%	Grade 6: 5%; Grade 7: 7%; Grade 8: 6%; Grade 9: 12%; Grade 10: 9%; Grade 11: 7%; Grade 12: 5%
Completion of A-G course sequence with grades of C or higher, including unduplicated pupils and individuals with exceptional needs	All: 73.8% African American: 67.6% American Indian or Alaska Native: 76.5% Asian: 86.7% Filipino: 74.9%	All: 72.7% African American: 62.2% American Indian or Alaska Native: (N<11) Asian: 84.7% Filipino: 75.6%	All: 68.0% African American: 57.4% American Indian or Alaska Native: (N<11) Asian: 81.7% Filipino: 71.2%	All: 69.8% African American: 64.1% American Indian or Alaska Native: (N<11) Asian: 82.9% Filipino: 73.5%	All: 83.5% African American: 81.0% American Indian or Alaska Native: 84.6% Asian: 88.7% Filipino: 84.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Hispanic or Latino: 64.9% Pacific Islander: 79.3% White: 84.2% Two or More Races: 80.0% English Learners: 51.6% Foster Youth: 47.8% Homeless Youth: 55.2% Students with Disabilities: 50.4% Socioeconomically Disadvantaged: 67.3%	Hispanic or Latino: 61.9% Pacific Islander: 61.3% White: 86.0% Two or More Races: 77.8% English Learners: 54.6% Foster Youth: 53.3% Homeless Youth: 48.4% Students with Disabilities: 49.5% Socioeconomically Disadvantaged: 64.6%	Hispanic or Latino: 56.0% Pacific Islander: 50.0% White: 82.3% Two or More Races: 75.7% English Learners: 40.8% Foster Youth: 22.2% Homeless Youth: 46.5% Students with Disabilities: 42.3% Socioeconomically Disadvantaged: 59.6%	Hispanic or Latino: 56.3% Pacific Islander: 64.5% White: 85.5% Two or More Races: 79.6% English Learners: 41.4% Foster Youth: 54.5% Homeless Youth: 48.1% Students with Disabilities: 46.2% Socioeconomically Disadvantaged: 61.6%	Hispanic or Latino: 80.0% Pacific Islander: 85.7% White: 87.7% Two or More Races: 86.0% English Learners: 74.6% Foster Youth: 73.1% Homeless Youth: 76.1% Students with Disabilities: 74.2% Socioeconomically Disadvantaged: 80.9%
Percentage of students earning a Seal of Biliteracy	6.5%	6.9%	6.4%	7.1%	10%
Career Technical Education (CTE) course sequence completion (seniors passed 3 or more courses), including unduplicated pupils and individuals with exceptional needs	70.6%	70.1%	69.5%	72.4%	77%
Elementary students, including unduplicated pupils and individuals	100%	100%	100%	100%	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
with exceptional needs, participate in a broad course of study as measured by marks on report cards in all subject areas described in Section 51210 and subdivisions (a) to (i), inclusive of Section 51220, as applicable					

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

2.1.c.3 - The process of partnering with sites to increase the number of students taking upper level math and science courses needs to be refined by providing timely data to school sites in order to place students into rigorous course options.

2.1.c.4 - Middle school math placement is one area that has been identified as a course sequence that tracks students. The middle level math placement policy was revised and the impacts of that revision need to be examined to determine the impact on student course enrollment.

2.1.c.6 - The Ethnic Studies team continues to develop a course sequence to meet the high school graduation requirement. The work to develop the middle school course sequence and elementary units has not yet been accomplished.

2.1.c.9 - We currently do not have a system or data to verify if school sites are providing professional development to their staff for dELD or iELD in all content areas.

2.1.c.14 - With the release of the Essential Diploma requirements from the CDE, the focus of this year has been on the development of the required Essential Diploma courses and pathway. The pathway has been completed and the first year of required courses has been submitted to ICC for approval. Next steps will be educating schools and families about the pathway, required courses, and options.

2.2.a.d. Content-area focused professional learning opportunities for site leaders did not occur; other focus areas have been selected instead of content area learning.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The total increase for Goal 2 is $2.0M or 2.7%. There is no significant change between the budgeted expenditures and the estimated actual expenditures for Goal 2. However, the net increase is mostly attributed to an increase in wages partially offset by cost savings through strategic spending by central office departments. An increases in college, career and technical education (CCTE) contributed to the net increase for Goal 2.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

2.1.a -2.1.e - College, Career, and Civic/Global Life Readiness

Course sequencing and placement work will continue and there is data to support the need for forward movement. The Office of Graduation conducted a crosswalk of courses offered in each cluster to determine alignment. The crosswalk illuminated that 3 of of 18 cluster middle schools did not yet offer advanced math; 7 of 18 cluster middle schools did not yet offer World Language in alignment with feeder high school; 3 of the 18 cluster middle schools did not yet have alignment with Visual and Performing Arts (VAPA) offerings; 5 of the 18 cluster middler schools did not yet have College Career Technical Education (CCTE) pathway alignment; and only 4 clusters offered Advancement Via Individual Determination (AVID) in both middle and high. The data was shared with the Designing for Meaningful Graduation workgroup, the 6-12 Alignment Workgroup and with both middle and high school leaders. 35.8% BIPOC students are enrolled in advanced courses (i.e, Advanced, Honors, AP, IB, CCAP). As of Jan 11, 2024 we have 90% of Middle/High school English learner students placed in dELD courses.

The College Career Technical Education (CCTE) department continued to increase pathway completer rates, from 28% (2022) to 36%. CCTE Annual meetings held with principals and counselors to review pathway completion data and college and career indicator data. Students with Disabilities - 11% no CTE course, decrease from 14% in 2022. 26% SWD CTE completers, increase from 17% in 2022. English Learners increased CTE completers in 2023 to 22% from 16% in 2022.

2.2.a - 2.2.L - GVC

The micro credential program continued to grow with a total of 232 microcredentials earned by educators. Educators have requested microcredentials in other areas including foundational skills in reading for both elementary and secondary students.

VAPA has provided Standards Based Learning (SBL) Professional Learning for 30 teachers, 32 elementary music teachers engage in monthly professional learning and sharing in SBL, VAPA offers Digital Theatre+, Theatrefolk: Drama Teacher Academy, Noteflight, EE Music Class, MusicConstructED, Soundtrap and Breezin' Thru Theory. VAPA purchased 7000 recorders and $1M instruments, and band uniforms were purchased for Pt. Loma and Clairemont high schools. VAPA purchased in $700K materials to support new VAPA Enrichment teachers in visual and media arts

Site-Based Professional Development has been provided to 84 schools. Professional development was provided centrally for Benchmark ELD, Amplify ELD, English 3D and EDGE.

Additional topics of centralized professional development included:
*Critical Concepts
*Cultural Responsive Text and Ethnic Studies
*Culturally Sustaining ELD Collaborative

2.3.a - 2.3.d

Standards Based Learning Secondary Fellows (16) and a subset of their students are piloting (3) potential standards-based platforms that could serve as a district-wide progress & grading interface, aligned to and supportive of instructional best practices. By the end of April 2024, this team will make an informed recommendation to leadership for adoption in 2024-2025. Hewlett grant funds have been secured for the next two years (through 2025) and would support training and development for teachers.

Instructional technology has provided direct support to sites with learning management systems and external tool support. This is also covered in professional learning with math and science as well as the 1:1 Ambassador program which currently has 85 members representing 85 sites.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Through the creation of the new 2024-25 LCAP, this goal was rewritten in it's entirety to align to our work towards Student Outcomes Focused Governance.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Accelerating Student Learning With High Expectations for All

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Progress Indicator: English proficiency	47.6%	Progress results not available. ELPAC performance levels: Well Developed: 13.4% Moderately Developed: 32.3% Somewhat Developed: 31.3% Beginning Stage: 22.9%	50.0%	49.8%	57%
English Learner Reclassification Rate	10.4%	9.6%	7.4%	15%	17%
Completion of A-G course sequence with grades of C or higher	All: 73.8% African American: 67.6% American Indian or Alaska Native: 76.5% Asian: 86.7% Filipino: 74.9% Hispanic or Latino: 64.9%	All: 72.7% African American: 62.2% American Indian or Alaska Native: --% Asian: 84.7% Filipino: 75.6% Hispanic or Latino: 61.9%	All: 68.0% African American: 57.4% American Indian or Alaska Native: (N<11) Asian: 81.7% Filipino: 71.2% Hispanic or Latino: 56.0%	All: 69.8% African American: 64.1% American Indian or Alaska Native: (N<11) Asian: 82.9% Filipino: 73.5% Hispanic or Latino: 56.3%	All: 83.5% African American: 81.0% American Indian or Alaska Native: 84.6% Asian: 88.7% Filipino: 84.0% Hispanic or Latino: 80.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Pacific Islander: 79.3% White: 84.2% Two or More Races: 80.0% English Learners: 51.6% Foster Youth: 47.8% Homeless Youth: 55.2% Students with Disabilities: 50.4% Socioeconomically Disadvantaged: 67.3%	Pacific Islander: 61.3% White: 86.0% Two or More Races: 77.8% English Learners: 54.6% Foster Youth: 53.3% Homeless Youth: 48.4% Students with Disabilities: 49.5% Socioeconomically Disadvantaged: 64.6%	Pacific Islander: 50.0% White: 82.3% Two or More Races: 75.7% English Learners: 40.8% Foster Youth: 22.2% Homeless Youth: 46.5% Students with Disabilities: 42.3% Socioeconomically Disadvantaged: 59.6%	Pacific Islander: 64.5% White: 85.5% Two or More Races: 79.6% English Learners: 41.4% Foster Youth: 54.5% Homeless Youth: 48.1% Students with Disabilities: 46.2% Socioeconomically Disadvantaged: 61.6%	Pacific Islander: 85.7% White: 87.7% Two or More Races: 86.0% English Learners: 74.6% Foster Youth: 73.1% Homeless Youth: 76.1% Students with Disabilities: 74.2% Socioeconomically Disadvantaged: 80.9%
California Assessment of Student Performance and Progress (CAASPP) Distance from Standard on the Smarter Balanced Assessment	English Language Arts: All Students: 12.6 African American: -37.5 American Indian or Alaska Native: 18.5 Asian: 58.4 Filipino: 44.2 Hispanic: -22.9 Native Hawaiian or Pacific Islander: -21.9 White: 60.0 Two or More Races: 45.9 English Learners: -36.3 Foster Youth: -55.5	CAASPP was not administered in 2021	English Language Arts: All Students: 5.0 African American: -43.0 American Indian or Alaska Native: -32.0 Asian: 56.7 Filipino: 38.6 Hispanic: -34.2 Native Hawaiian or Pacific Islander: -17.8 White: 51.4 Two or More Races: 39.2 English Learners: -52.6 Foster Youth: -101.8	English Language Arts: All Students: 6.9 African American: -45.6 American Indian or Alaska Native: -21.7 Asian: 58.7 Filipino: 44.2 Hispanic: -33.2 Native Hawaiian or Pacific Islander: -10.7 White: 54.7 Two or More Races: 38.6 English Learners: -61.8 Foster Youth: -102.0	English Language Arts: All Students: 20.2 African American: -15.0 American Indian or Alaska Native: 24.1 Asian: 67.2 Filipino: 50.8 Hispanic: -9.2 Native Hawaiian or Pacific Islander: -8.8 White: 69.0 Two or More Races: 52.8 English Learners: -14.5 Foster Youth: -22.2

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Homeless: -43.1 Students with Disabilities: -80.8 Socioeconomically Disadvantaged: -20.7 Mathematics: All Students: -10.4 African American: -65.6 American Indian or Alaska Native: -2.7 Asian: 54.2 Filipino: 19.4 Hispanic: -51.3 Native Hawaiian or Pacific Islander: -42.2 White: 41.1 Two or More Races: 25.3 English Learners: -53.3 Foster Youth: -72.2 Homeless: -68.8 Students with Disabilities: -102.3 Socioeconomically Disadvantaged: -46.4		Homeless: -60.9 Students with Disabilities: -89.8 Socioeconomically Disadvantaged: -29.5 Mathematics: All Students: -30.1 African American: -90.6 American Indian or Alaska Native: -57.3 Asian: 39.3 Filipino: -2.0 Hispanic: -75.8 Native Hawaiian or Pacific Islander: -60.8 White: 23.7 Two or More Races: 8.2 English Learners: -81.9 Foster Youth: -117.8 Homeless: -103.7 Students with Disabilities: -117.7 Socioeconomically Disadvantaged: -69.3	Homeless: -59.1 Students with Disabilities: -84.4 Socioeconomically Disadvantaged: -28.9 Mathematics: All Students: -24.1 African American: -86.4 American Indian or Alaska Native: -44.4 Asian: 47.5 Filipino: 9.5 Hispanic: -70.2 Native Hawaiian or Pacific Islander: -59.1 White: 29.6 Two or More Races: 9.4 English Learners: -83.9 Foster Youth: -134.0 Homeless: -93.3 Students with Disabilities: -110.3 Socioeconomically Disadvantaged: -63.8	Homeless: -17.2 Students with Disabilities: -32.3 Socioeconomically Disadvantaged: -8.3 Mathematics: All Students: -4.2 African American: -26.2 American Indian or Alaska Native: -1.1 Asian: 62.3 Filipino: 22.3 Hispanic: -20.5 Native Hawaiian or Pacific Islander: -16.9 White: 47.3 Two or More Races: 29.1 English Learners: -21.3 Foster Youth: -28.9 Homeless: -27.5 Students with Disabilities: -40.9 Socioeconomically Disadvantaged: -18.6
High school graduation rate	All: 88.6% African American: 83.7% American Indian or Alaska Native: 85.0%	All: 89.0% African American: 86.4% American Indian or Alaska Native: --%	All: 90.4% African American: 86.8% American Indian or Alaska Native: --%	All: 89.7% African American: 82.3% American Indian or Alaska Native: (N<11)	All: 94% African American: 90.0% American Indian or Alaska Native: 90.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Asian: 95.2% Filipino: 95.0% Hispanic or Latino: 83.7% Pacific Islander: 90.6% White: 94.4% Two or More Races: 94.0% English Learners: 66.9% Foster Youth: 51.1% Homeless Youth: 72.0% Students with Disabilities: 62.5% Socioeconomically Disadvantaged: 84.8%	Asian: 93.8% Filipino: 97.1% Hispanic or Latino: 83.4% Pacific Islander: 83.8% White: 94.7% Two or More Races: 93.0% English Learners: 66.0% Foster Youth: 51.7% Homeless Youth: 74.8% Students with Disabilities: 64.0% Socioeconomically Disadvantaged: 85.0%	Asian: 94.7% Filipino: 96.0% Hispanic or Latino: 86.2% Pacific Islander: 76.2% White: 95.0% Two or More Races: 93.3% English Learners: 67.7% Foster Youth: 64.3% Homeless Youth: 79.9% Students with Disabilities: 68.7% Socioeconomically Disadvantaged: 87.5%	Asian: 93.8% Filipino: 95.1% Hispanic or Latino: 85.8% Pacific Islander: 88.6% White: 95.4% Two or More Races: 94.1% English Learners: 71.2% Foster Youth: 57.9% Homeless Youth: 77.5% Students with Disabilities: 67.0% Socioeconomically Disadvantaged: 87.3%	Asian: 97.0% Filipino: 97.0% Hispanic or Latino: 90.0% Pacific Islander: 94.0% White: 97.0% Two or More Races: 97.0% English Learners: 80.0% Foster Youth: 65.0% Homeless Youth: 85.0% Students with Disabilities: 80.0% Socioeconomically Disadvantaged: 90.0%
High school dropout rate	All: 3.0% African American: 5.3% American Indian or Alaska Native: 5.0% Asian: 0.9% Filipino: 0.9% Hispanic or Latino: 4.4% Pacific Islander: 0.0% White: 1.4% Two or More Races: 1.6%	All: 3.4% African American: 3.0% American Indian or Alaska Native: --% Asian: 2.4% Filipino: 0.4% Hispanic or Latino: 5.5% Pacific Islander: 2.7% White: 1.4% Two or More Races: 1.4%	All: 4.5% African American: 6.3% American Indian or Alaska Native: --% Asian: 1.7% Filipino: 1.2% Hispanic or Latino: 7.1% Pacific Islander: 9.5% White: 1.4% Two or More Races: 3.1%	All: 4.1% African American: 8.2% American Indian or Alaska Native: (N<11) Asian: 2.8% Filipino: 0.7% Hispanic or Latino: 5.7% Pacific Islander: 8.6% White: 1.7% Two or More Races: 2.7%	All: 1.5% African American: 2.0% American Indian or Alaska Native: 2.0% Asian: 0.0% Filipino: 0.0% Hispanic or Latino: 2.0% Pacific Islander: 0.0% White: 0.0% Two or More Races: 0.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	English Learners: 8.8% Foster Youth: 26.7% Homeless Youth: 9.5% Students with Disabilities: 5.9% Socioeconomically Disadvantaged: 4.2%	English Learners: 11.2% Foster Youth: 34.5% Homeless Youth: 8.9% Students with Disabilities: 6.5% Socioeconomically Disadvantaged: 4.8%	English Learners: 16.1% Foster Youth: 17.9% Homeless Youth: 11.2% Students with Disabilities: 8.5% Socioeconomically Disadvantaged: 5.9%	English Learners: 12.5% Foster Youth: 36.8% Homeless Youth: 11.3% Students with Disabilities: 9.1% Socioeconomically Disadvantaged: 5.3%	English Learners: 5.0% Foster Youth: 10.0% Homeless Youth: 6.0% Students with Disabilities: 3.0% Socioeconomically Disadvantaged: 2.0%
Early Assessment Program (EAP) results	ELA: 60.5% Math: 35.7%	CAASPP, the source, was not administered in 2021	ELA: 58.3% Math: 30.8%	ELA: 60.7% Math: 32.2%	ELA: 67% Math: 50%
Middle school dropout rate	0.01%	0.01%	0.02%	0.001%	0.0%

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

3.2.a.1 Due to the prioritization of credit recovery, the central office will no longer offer stand alone enrichment to high school students. In lieu of this, we will focus our efforts on ensuring all high school students have the opportunity to recover credits during the summer.

3.2.a.2 We are shifting to using FAST reading, FAST Math to measure program success for summer to align with district goals.

The total decrease for Goal 3 is -$0.6M or -0.2%. There is no significant change between the budgeted expenditures and the estimated actual expenditures for Goal 3. However, the net decrease is mostly attributed to a decrease in summer school and partially offset by increase in Universal Transitional Kindergarten (UTK).

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

ELA Professional Learning (3.1)

At 23 Focus Schools, Literacy Acceleration Plan Instructional Coordinators and Reading Support Teachers supported sites with site-based professional learning. Supports included co-facilitating, co-planning, preparing and gathering literacy materials, creating facilitation guides, and sharing practice.

Expanded Learning Opportunities (3.2)

The Extended Learning Opportunities team is proactively gathering data on all current ELO programs to identify areas for adjustment while maintaining program quality and fiscal responsibility. Our focus remains on minimizing potential impact on students and families. Key highlights include, Expansion of PrimeTime programs to all 144 elementary and middle school sites, starting August, providing tuition-free services to UTK-8 students for the first time in over 30 years. Exploration of tuition-based after-school care options at select sites beginning this Fall. Continued Middle School sports programs providing three seasons of athletic opportunities to students. Robust summer programs, covering academics, social-emotional learning, ESY, and Level Up Enrichment are underway across 49 Elementary and Middle School sites.. Summer credit recovery and credit acceleration courses both in person and online are available to all district students hosted by the 11 open High Schools.

Early Learning Programs (3.4)

Currently in 2023-24 119 schools, 229 classrooms (16 Dual Immersion Classrooms at 13 sites and 115 classrooms at 20:1 for Early Enrollers. For 2024-25, projections include 15 new UTK classrooms to provide access for approximately an additional 300 students) The Scope of Study is posted on the Early Learning Educator Website and was initially provided to support teachers. Proactive family engagement opportunities were offered which included: 18 participants, 4 sites to host a Family Engagement Art Night in partnership with the department; 38 participants (including 5 educators who completed in Fall 2023); TK Units - 31 participants (7 to complete program by Spring 2024); CDTP (PARAs to ECE) - 5 (all scheduled to complete Spring 2024); Masters - 2

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Through the creation of the new 2024-25 LCAP, this goal was rewritten in it's entirety to align to our work towards Student Outcomes Focused Governance.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	Quality Leadership, Teaching, and Learning

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers are appropriately assigned and fully credentialed	Assigned: 99.9% (subject to change via new CalSAAS data) Credentialed: 100% (subject to change via new CalSAAS data)	Assigned: 99.9% Credentialed: 100%	Assigned: 96.8% Credentialed: 96.8%	Assigned: 96.4% Credentialed: 96.4%	Assigned: 100% Credentialed: 100%
Implementation of state board adopted academic content and performance standards in ELA, ELD, Math, Science, H/SS, CTE, Health, PE, VAPA, World Lang [Teachers provide instruction aligned to the California state standards, including EL access to ELD and state standards, as measured by annual principal affidavit.	English Language Arts: 4.4 English Language Development: 3.9 Mathematics: 4.4 Science: 3.6 History/Social Science: 3.9 Career Technical Education: 3.8 Health: 3.6 Physical Education: 4.2 Visual and Performing Arts: 3.8 World Languages: 4.2	English Language Arts: 4.3 English Language Development: 4.0 Mathematics: 4.4 Science: 3.8 History/Social Science: 3.8 Career Technical Education: 3.7 Health: 3.5 Physical Education: 4.1 Visual and Performing Arts: 3.6 World Languages: 3.9	English Language Arts: 4.4 English Language Development: 4.0 Mathematics: 4.4 Science: 3.8 History/Social Science: 4.0 Career Technical Education: 3.5 Health: 3.5 Physical Education: 4.2 Visual and Performing Arts: 3.7 World Languages: 4.2	English Language Arts: 4.4 English Language Development: 4.1 Mathematics: 4.4 Science: 3.9 History/Social Science: 4.1 Career Technical Education: 4.0 Health: 3.6 Physical Education: 4.3 Visual and Performing Arts: 3.8 World Languages: 4.3	English Language Arts: 4.8 English Language Development: 4.3 Mathematics: 4.8 Science: 4.0 History/Social Science: 4.3 Career Technical Education: 4.1 Health: 4.0 Physical Education: 4.6 Visual and Performing Arts: 4.1 World Languages: 4.6

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Average scores where Exploration and Research Phase = 1; Beginning Development = 2; Initial Implementation = 3; Full Implementation = 4; and Full Implementation and Sustainability = 5)]					

Goal Analysis

An analysis of how this goal was carried out in the previous year.

4.2.3 - The current professional development model does not have Leadership Labs. Area Superintendents are facilitating job alike/cluster level collaboration on adaptive and technical components to leverage best practices; There are no formal leadership labs scheduled by area but cluster principals are meeting on a regular basis with Area Superintendent facilitation.

4.2.5 - The Hire to Retire Employee Pathway Group is also focused on growth and development for paraeducators.

4.3.2 - The MyPGD Platform will be paused for the 2024-2025 for any new school year participating in E3 Growth and Development process. The focus to be to continue the adaptive work of strengthening the understanding of the growth cycle process, prior to addressing the technical work of how to engage in the platform.

4.6.a.1 - The focus of the MTSS team has shifted to establishing a system-wide, common understanding of the California MTSS Framework. At the district level, the MTSS team has established an MTSS Learning Collaborative that meets weekly and is composed of district and site leaders. MTSS is supporting school leaders' understanding of MTSS by providing "MTSS 101" presentations at the Principal and Associate Principal Institutes. For the MTSS grant-supported schools, the school site teams are led through a process to identify their strengths and areas of growth via the use of evidence-based tools, such as the FIA (Fidelity Integrity Assessment) and the SIT (Schoolwide Implementation Tool).

For the SDUSD schools that are not part of MTSS grants, the MTSS team offers individual school consultancies to support site teams on how to lay the foundation for an effective roll-out of MTSS with their staff and communities. 7 schools have participated to date. The team also supports 3 schools in Year 3 of the SUMS (Scaling Up MTSS Statewide) Grant, 3 additional schools through the San Diego County Office of Education's District Leadership Team Professional Learning Series, and another 7 schools with MTSS consultations.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The total decrease for Goal 4 is -$4.7M or -5.5%. There is no significant change between the budgeted expenditures and the estimated actual expenditures for Goal 4. However, the net decrease is mostly attributed to a decrease in professional development and strategic cost savings through a decrease in spending by central office departments.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

TEACH- LEAD San Diego (4.1)

The TEACH-LEAD San Diego pipeline hired 20 candidates as interns or on short term staffing permits. This work will continue in 2024-2025 with modifications. We will focus on design and implementation of a teacher residency program with the University of San Diego, University of California, San Diego, and San Diego State University.

Through the TEACH-LEAD interactive platform we have conducted 9) 1:1 coaching calls since June 2023. 405 non-certificated staff including (paraeducators, classified employees, and substitute teachers) and 52 high school students have created accounts and interacted with the platform. We have conducted 90 live coaching calls with aspiring educators as well.

School Leader Professional Growth and Development (4.2)

Quarterly Data Collaboration meetings provide an opportunity for leaders to share best practices and monitor progress toward goals. 100% if the Area Superintendent team have conducted at least 1 data collaborative meeting.

Area Superintendents provide coaching during instructional visits around leadership moves and leadership voice- 100% of our Area Superintendent Team have engaged in this work and are on round 2 or 3 of their site visits.

Increasing Diversity and Affirming Staff Identity: Equity Training (4.4)

Our Equity Team Cohort Model launched this year, with participating 8 school sites and 1 PTA attending monthly professional developments led by our Equity & Belonging Division. The professional developments focus on topics around racial identity development, implicit and unconscious bias, restorative justice practices, ethnic studies pedagogy, and anti-racist and anti-bias pedagogy. This work is being supported through our CDC ABAR Grant. Mid- year data is showing a 25% increase in participants' comfort in taking the lead in guiding others through conversations that seek to build their awareness around conditions of inequality or racism compared to the beginning of the year, with 76% agreeing/strongly agreeing to this statement
23% increase in participant's comfort level in delivering truthful coaching and feedback to support others in identifying and addressing instructional practices that are culturally unresponsive, with 79% participants agree/strongly agreeing overall.

Building Leadership Content Expertise (4.5.a - 4.5.b)
The STEM team provides educators support through inquiry cycles and PLC structures. These supports take place in STEAM, Math, and Science PLC work all supported by the integration of instructional technology best practices. Math and Science coaches support PLCs weekly. STEAM resources teachers collaborate with Instructional Technology teachers for PLC support, planning and coaching at six schools that have identified their focus as STEAM and requested intensified support.

The following professional learning opportunities for early literacy include: Fall & Spring Paraeducator Literacy Sessions, 8 Literacy Microcredentials offered in the Fall and Spring, In-School Resource Teacher Network (4 times a year). 23 Focus Schools receive professional learning in early literacy strategies for K-3rd grade students (book studies, Partnership Cycles, PLCs, data analysis). As evidenced by attendance records, Zoom chats, microcredential submissions, and teacher reflections.

Capacity Builders: 40 Secondary ELA educators attended sessions in September and November focused on equity, belonging, and thriving through partnership with Ethnic Studies, Standards-based Learning and Multilingual Education. Educator Fellows: Elementary Interactive Read Aloud Fellows session held in November - partnership with Ethnic Studies & Multilingual Education. Gear Up cross-site ELA and Math lesson studies in secondary schools for two clusters. Small group differentiated support in ELA at one middle school with PLC collaboration and progress monitoring. In-School Resource Teacher Network held 4 times a year. Focus: phonics instruction and small group literacy components and instruction. 23 focus schools: Partnership Cycles of support including in classroom support and collaboration. As evidenced by attendance in sessions, flyers, and Reading Support Teacher schedules.

Effective Teaching in Every Classroom & Monitoring Learning (4.6.a - 4.6.i)

3,706 English Learners were flagged as requiring intervention in the Ellevation Platform by teachers. Each students has a listed intervention and goal for exiting the intervention.

Progress monitoring took place in October 2023 and will take place again in February to follow up on the flagged students.

The Multilingual Education Department has identified Spotlight schools based on the ELPI progress as reported on the CA Dashboard 5X5
Below is the number of schools in each performance level:

RED (lowest performance) = 14
ORANGE = 32
YELLOW = 13
GREEN = 32
BLUE = 13

Site-Based Professional Development has been provided to 84 schools.

Professional development was provided centrally for Benchmark ELD, Amplify ELD, English 3D and EDGE.

Additional topics of centralized professional development include:
*Critical Concepts
*Cultural Responsive Text and Ethnic Studies
*Culturally Sustaining ELD Collaborative

ELIRTs & CORTs have supported a total of 16 Dual Language Schools, 35 Structured English Immersion Programs, and 4 International Center Sites.

In 23-24 we implemented a districtwide assessment in literacy, the FAST assessment. Some schools use other measures and there is a need to refine this work to include all students in our district in a districtwide measure for literacy and mathematics.

Effective Support (4.8 - 4.9)

A welcome back was hosted for Paraeducaators with 500+ in attendance. Monthly New Para onboarding with approx. 600 in attendance. Para training focused on reading and understanding IEPs and behavior support plans, 91 participants. Behavior management training, 190 participates.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Through the creation of the new 2024-25 LCAP, this goal was rewritten in it's entirety to align to our work towards Student Outcomes Focused Governance.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
5	Family and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families and Communities

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Climate Survey (CalSCHLS CSPS)	Safety: 91% School Connectedness: 86%	N/A	Safety: 91% School Connectedness: 86%	Safety: 89% School Connectedness: 86%	Safety: 93% School Connectedness: 90%
Staff Climate Survey (CalSCHLS CSSS) Staff safety and supportive, inviting workplace	Safety: 89% School Connectedness: 86%	N/A	Safety: 89% School Connectedness: 86%	Safety: 88% School Connectedness: 87%	Safety: 91% School Connectedness: 90%
School Enrollment Patterns – Neighborhood Participation Rates by Cluster	Serra 86.5 Clairemont 53.8 Crawford 46.4 Henry 77.8 Hoover 63.3 Kearny 57.3 La Jolla 93.0 Lincoln 49.3 Madison 50.7 Mira Mesa 84.0 Mission Bay 80.8 Morse 65.8 Point Loma 80.0 San Diego 55.7 Scripps Ranch 94.4	Canyon Hills: 79.7 Clairemont 50.2 Crawford 44.8 Henry 69.8 Hoover 59.0 Kearny 46.9 La Jolla 89.6 Lincoln 41.8 Madison 38.8 Mira Mesa 71.2 Mission Bay 71.4 Morse 53.9 Point Loma 70.2 San Diego 48.1 Scripps Ranch 87.2	Canyon Hills: 85.4 Clairemont 53.9 Crawford 49.1 Henry 78.6 Hoover 66.1 Kearny 52.3 La Jolla 91.3 Lincoln 45.8 Madison 45.5 Mira Mesa 82.5 Mission Bay 76.8 Morse 66.5 Point Loma 76.1 San Diego 53.6 Scripps Ranch 95.0	Canyon Hills: 85.6 Clairemont 54.8 Crawford 50.0 Henry 78.6 Hoover 65.9 Kearny 52.3 La Jolla 91.5 Lincoln 47.1 Madison 44.9 Mira Mesa 83.0 Mission Bay 76.4 Morse 67.0 Point Loma 76.1 San Diego (includes LMEC) 51.3	Canyon Hills 87.0 Clairemont 61.7 Crawford 56.5 Henry 80.0 Hoover 68.3 Kearny 64.1 La Jolla 93.0 Lincoln 58.5 Madison 59.5 Mira Mesa 84.0 Mission Bay 81.0 Morse 70.1 Point Loma 80.0 San Diego 63.0 Scripps Ranch 94.0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	University City 84.4	University City 79.0	University City 85.0	Scripps Ranch 95.2 University City 85.2	University City 84.0
School Enrollment Patterns – Cluster Articulation Rates (see notes below regarding changed methodology)	New Baselines: (see note in Changes below) Canyon Hills 94.2 Clairemont 88.5 Crawford 79.1 Henry 97.6 Hoover 85.2 Kearny 77.4 La Jolla 97.5 Lincoln 78.0 Madison 80.6 Mira Mesa 95.8 Mission Bay 92.8 Morse 85.0 Point Loma 95.4 San Diego 80.2 Scripps Ranch 98.7 University City 94.5 Old Baselines: Serra 93.7 (now Canyon Hills) Clairemont 80.1 Crawford 62.6 Henry 88.4 Hoover 74.1 Kearny 70.7 La Jolla 97.6 Lincoln 50.5 Madison 76.8	Canyon Hills: 92.8 Clairemont 81.9 Crawford 73.2 Henry 96.0 Hoover 86.4 Kearny 73.6 La Jolla 98.2 Lincoln 71.5 Madison 76.8 Mira Mesa 92.3 Mission Bay 93.3 Morse 82.2 Point Loma 91.6 San Diego 79.1 Scripps Ranch 98.3 University City 92.8	Canyon Hills: 71.5 Clairemont 68.4 Crawford 56.2 Henry 83.1 Hoover 72.9 Kearny 56.2 La Jolla 82.9 Lincoln 41.9 Madison 76.9 Mira Mesa 81.9 Mission Bay 74.7 Morse 64.0 Point Loma 78.3 San Diego 68.0 Scripps Ranch 87.7 University City 78.8	Canyon Hills: 93.4 Clairemont 82.1 Crawford 71.1 Henry 93.4 Hoover 81.8 Kearny 74.3 La Jolla 98.2 Lincoln 72.7 Madison 85.0 Mira Mesa 85.9 Mission Bay 95.9 Morse 79.9 Point Loma 97.2 San Diego 87.0 Scripps Ranch 99.2 University City 96.4	New Desired Outcomes: Canyon Hills 95.8 Clairemont 92.0 Crawford 85.7 Henry 98.1 Hoover 89.8 Kearny 84.6 La Jolla 98.0 Lincoln 85.0 Madison 86.7 Mira Mesa 96.9 Mission Bay 94.9 Morse 89.7 Point Loma 96.6 San Diego 86.5 Scripps Ranch 98.8 University City 96.0 Old Desired Outcomes: Canyon Hills 95.6 Clairemont 86.1 Crawford 73.8 Henry 91.9 Hoover 81.9 Kearny 79.5 La Jolla 98.3 Lincoln 65.4 Madison 83.8 Mira Mesa 90.3

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Mira Mesa 86.2 Mission Bay 88.8 Morse 66.9 Point Loma 95.4 San Diego 63.0 Scripps Ranch 97.2 University City 92.7				Mission Bay 92.2 Morse 76.8 Point Loma 96.8 San Diego 74.1 Scripps Ranch 98.0 University City 94.9
Parent Survey (CSPS) - Meaningful Engagement (return rate)	29.9%	21.1%	25.4%	26.8%	45%
Schools with functional School Site Councils (SSCs)	Rosters: 42.7% Agendas/Minutes: 47.8%	Rosters: 46.5% Agendas/Minutes: 52.3%	Rosters: 73% Agendas/Minutes: 51%	Rosters: 69% Agendas/Minutes: 59%	Rosters: 100% Agendas/Minutes: 100%
Participants in activities/opportunities that promote parent participation for all students including English Learners (EL), Foster Youth (FY), Low Income (LI) students, and Students with Disabilities (SWD)	7,120	21,606	22,704	16,437	10,000
School Climate Survey – Safety	Grade 5: 76 Grade 7: 57 Grade 9: 49 Grade 11: 52	Grade 5: 85 Grade 7: 74 Grade 9: 71 Grade 11: 71	Grade 5: 79 Grade 7: 53 Grade 9: 59 Grade 11: 61	Grade 5: 77 Grade 7: 54 Grade 9: 59 Grade 11: 62	Grade 5: 91 Grade 7: 72 Grade 9: 64 Grade 11: 72

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Climate Survey – Caring Relationships	Grade 5: 45 Grade 7: 28 Grade 9: 23 Grade 11: 29	Grade 5: 73 Grade 7: 64 Grade 9: 58 Grade 11: 61	Grade 5: 71 Grade 7: 57 Grade 9: 55 Grade 11: 59	Grade 5: 67 Grade 7: 60 Grade 9: 57 Grade 11: 62	Grade 5: 60 Grade 7: 43 Grade 9: 48 Grade 11: 44
School Climate Survey – High Expectations	Grade 5: 49 Grade 7: 42 Grade 9: 32 Grade 11: 35	Grade 5: 86 Grade 7: 77 Grade 9: 71 Grade 11: 70	Grade 5: 85 Grade 7: 72 Grade 9: 69 Grade 11: 69	Grade 5: 82 Grade 7: 72 Grade 9: 69 Grade 11: 71	Grade 5: 54 Grade 7: 57 Grade 9: 47 Grade 11: 50
School Climate Survey – Meaningful Participation	Grade 5: 15 Grade 7: 11 Grade 9: 9 Grade 11: 11	Grade 5: 44 Grade 7: 30 Grade 9: 25 Grade 11: 31	Grade 5: 46 Grade 7: 28 Grade 9: 24 Grade 11: 23	Grade 5: 41 Grade 7: 28 Grade 9: 26 Grade 11: 28	Grade 5: 30 Grade 7: 26 Grade 9: 24 Grade 11: 26

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

5.1.3 - This work has not begun. In 2023-2024, we shifted our practices from primarily leading district-wide workshops to building capacity with principals and teachers to facilitate family engagement sessions linked to learning goals and district initiatives.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The total decrease for Goal 5 is -$0.5M or -12.2%. The change between the budgeted expenditures and the estimated actual expenditures for Goal 5 is mostly attributed to a decrease in salary and benefit cost due to position vacancy savings and strategic cost savings through a decrease in spending by central office departments partially offset by an increase in wages.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Shared Leadership & Elevate Family & Community Voice (5.2)

The Family Engagement Team continues to meet monthly with Advisory and Committee Chairs, an Integrated Educational Partner Team made up of parent/caregiver representatives to collectively develop suggested steps for site leaders to collect family input on the SPSA, share in LCAP input and feedback, and to collaborate on future parent leadership training topics.

Engage Families as Partners to Accelerate Student Learning (5.3)

The Family Engagement Team provides family and community workshops on topics requested by families, caregivers, community, and the Integrated Educational Partner Team. Workshops in 2023-24 included topics aligned to district initiatives and parent interest. In 2023-24 over 16,400 educational partners attended 86 workshops. The Family engagement website had over 39,600 visitors.

DELAC has provided 4 workshops for families on all legally required tasks and high-interest topics selected by parents. 19% of schools were represented at the DELAC meetings with 84% Satisfaction Score. 144 schools are in compliance with their ELAC committees.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Through the creation of the new 2024-25 LCAP, this goal was rewritten in it's entirety to align to our work towards Student Outcomes Focused Governance.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
6	Well-Orchestrated Districtwide Support Services and Communications

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities Inspection Tool (FIT)	100%	100%	100%	100%	100%
School Safety Plan	100%	100%	100%	100%	100%

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

6.1.a.1 in the 2023-24 year a new platform called "powerschool communicate" in addition to the actions mentioned school messenger has been rolled out to school sites for direct teacher/parent/student communication

6.1.d.2 Tagalog and Somali were not added to the parent portal and are scheduled to be added in the 2025-26 school year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The total decrease for Goal 6 is -$4.4M or -3.1%. There is no significant change between the budgeted expenditures and the estimated actual expenditures for Goal 6. However, the net decrease is mostly attributed to a decrease in position vacancy and a decrease in food services.

Communication (6.1.a - 6.1.d)

School messenger has been utilized for district-wide communication.

In efforts to enhance student engagement and communication, a student-portal has been created on the website for direct access to information for students. The general website has been worked on through the webmaster to continue website improvements.

PowerSchool called Unified Operations Communication (UOC) has been fully implemented at all sites, offering schools two-way communication with parents/guardians using text messages and emails. As of February 22, 2024 1,047,000 messages have been sent.

Creating Learning Environments Worthy of Our Students (6.2.a - 6.3.b)

During the 23-24 school year, the i21 Refresh of all classrooms was completed. Moving forward, classroom technologies will be installed for new classrooms and rooms requiring equipment after site modernization.

Currently there are 82 operational solar arrays with 11 additional projects at various stages of planning or construction. Installed solar systems and fluorescent light fixture replacements at schools are offsetting roughly 15,418 tons of CO_2. San Diego Unified currently purchases at least 50% of its electricity from renewable sources with a goal of purchasing 100% of its electricity from renewable sources by 2025. As equipment reach the end of service life, gas powered units (water heaters, ovens, HVAC, etc…) are replaced with more efficient electric equipment if cost effective.

As of January 2024, 2200 bottle filling stations have been installed districtwide (at least 3 in every elementary school and 5 in every secondary school). All District maintained schools and central office sites will receive new filtered hydration stations by December 31, 2024. The District is well positioned to meet the ever increasing water quality mandates such as AB2370 (State Licensed Pre-Schools NTE 5ppb)

The District serviced the following locations during Summer 2023: Parks & Rec 18; Libraries 4; Military Sites 6; YMCA 3; Waterfront 1; Summer School 52 serving a total 30,880 meals.

Food Nutritional Services continues to offer nutrition information and support school gardens. To date, Food Nutrition Services has reached 1,937 students in 34 separate in-person classes and met virtually with 470 students. In addition, they have supported 40 school gardens, distributed 70 Harvest of the Month taste kits, presented at 10 community events, and provided information to 63 STEAM classes.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Through the creation of the new 2024-25 LCAP, this goal was rewritten in it's entirety to align to our work towards Student Outcomes Focused Governance.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Diego Unified School District	Lamont A. Jackson, Ph.D. Superintendent of Public Education	ljackson@sandi.net 619-725-5506

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

All members of the San Diego Unified community are collectively responsible for the children in our school system. We believe students, and their families, are at the center of our unified mission in ensuring equity and belonging, to create conditions for students to thrive.

San Diego Unified School District (SDUSD) served 93,696 students in Grades UTK-12 in the 2023-24 school year, and is the second largest public school district in California. SDUSD also served 952 preschool students (infants and pre-formal, Early Childhood Special Education and State preschool). The District's student population is extremely diverse, representing 19 racial/ethnic groups and more than 70 languages and dialects. SDUSD employs approximately 17,000 staff.

The District strives for academic excellence for every child, every day. We offer world language courses in Grades 7-12, International Baccalaureate (IB) schools and Advanced Placement (AP) courses for students who seek added academic rigor, arts and music programs in

every school, extended learning and enrichment programs, championship winning athletics programs, middle school sports, career pathways aligned with high skill and high wage jobs, college courses on high school campuses, computer technology to allow for closer student collaboration and digital literacy, language immersion programs in Spanish, French, and Mandarin, project-based learning environments, and work-based learning in exciting fields including healthcare, clean energy, information technology, and advanced manufacturing.

The LCAP includes several new state requirements within each goal and for Goal 4, equity multiplier schools.

The LCFF Equity Multiplier (Equity Multiplier) is a new funding program commencing with the 2023-24 school year. Schools are eligible for Equity Multiplier funding based on their non-stability rate and percentage of socioeconomically disadvantaged students, as shown in California Department of Education's Stability Rate Data Report. San Diego Unified Schools identified are, ALBA, Garfield High, Kearney College, Kearney Digital Media & Design, Kearney School of Biomedical Science & Technology, Riley/New Dawn, TRACE, Twain High, Washington Elementary, and Whittier K12.

San Diego Unified School District Fast Facts:
95,011 Students, UTK-12
2nd Largest School District in California
175 Educational Facilities
121 Elementary Schools, Including K-8
24 Middle Schools
21 High Schools
2 Atypical Schools
7 Additional Program Sites

Ethnic Diversity (students):
Latinx, 44.8%
White, 24.0%
Asian, 9.7%
Multi-Racial, 9.1%
African American, 7.2%
Filipino, 4.7%
Pacific Islander, 0.4%
Native American, 0.2%

eligible for free or reduced price meals, 55.6%
English Learners, 17.5%
students designated for the Gifted and Talented Education (GATE) program, 16.8%
students with Individual Education Plans (IEP), 15.2%
students from military families, 7.9%
homeless students enrolled 6.6%

foster youth enrolled 0.2%
$1.8 billion annual operating budget

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The LCFF Equity Multiplier (Equity Multiplier) is a new funding program commencing with the 2023-24 school year. Schools are eligible for Equity Multiplier funding based on their non-stability rate and percentage of socioeconomically disadvantaged students, as shown in California Department of Education's Stability Rate Data Report. San Diego Unified Schools identified are, ALBA, Garfield High, Kearney College, Kearney Digital Media & Design, Kearney School of Biomedical Science & Technology, Riley/New Dawn, TRACE, Twain High, Washington Elementary, Whittier K12. This work is addressed in Goal 4.

Additionally, a new requirement this year according to the California School Dashboard is an LEA must identify the following, which will remain unchanged for the three-year LCAP cycle:
Criteria 1 : Any school with lowest performance level on one or more indicator on the 2023 Dashboard
Criteria 2: Any student group with the lowest performance level on one or more indicator on the 2023 Dashboard
Criteria 3: Any student group within a school with the lowest performance level on one or more indicator on the 2023 Dashboard

This comprehensive list can be found attached to this plan.

Goal 1: addresses Suspension and Expulsion rates by offering Tier II and Tier III behavioral health services (1.2.a).

Goal 2: addresses Support for multilingual learners through professional learning, and standards based instruction (2.2.a). Chronic absenteeism will be addressed through participation in the Improving Chronic Absenteeism Network (ICAN) and attendance monitoring teams (2.3). Math is addressed through action 2.4.a by providing professional learning and additional student resources. English Language Arts is addressed through action 2.4.b through professional learning, literacy asset mapping evidence based practices.

Goal 3: Action 3.1.a addressed graduation rate by ensuring proper placement, educating families and students about course offerings. Additionally the College Career Indicator (CCI) is addressed in action 3.2.a by increasing enrollment and completion of College Career Technical Education (CCTE) and Community College Courses.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Through differentiated assistance, San Diego Unified created a cross-departmental team with leaders from Children and Youth in Transition, Special Education, and Placement and Appeals. This team scheduled regular meetings to attend the San Diego County Office of Education (SDCOE) learning opportunities with the SDCOE representative. In meetings the district will lean into Liberatory Design as the district develops an action plan to improve outcomes for students. First, the district will start with looking at the current data (California Dashboard) for the student groups that are most marginalized (including Foster Youth and Students with Disabilities). Then, go deeper into the data to include both map and street data. This will include observations, interviews and focus groups. With this data, the district will conduct a root cause analysis with input from our schools, students and families. During this time, the district will also look at invitation inventory to understand what the system is asking of schools, students and families. Then as a team with educational partners we will start to develop a plan of action to prototype with schools to change suspension rate, academics and graduation rate for our Foster Youth and Students with Disabilities. Monitoring the prototype and getting feedback will then be the next steps. Changes will be made as needed based on reflection and feedback.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Millennial Tech Middle School
Garfield High School
ALBA

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

The CSI program manager will meet with each identified CSI school to review the indicators for which the school is in CSI. Garfield High school will review the graduation cohorts to analyze the reasons that each student did not earn a traditional diploma. For ALBA, the review will include an analysis of reasons for suspension as well as non-suspendable behavioral incident data to determine possible interventions for suspendable offenses and to prevent certain behaviors from becoming suspendable offenses. For Millennial Tech Middle School, the review will include an analysis of CAASPP ELA and Math trend data along with interventions that were in place. We will also review ELPAC/ELPI trend data as well as the numbers of long term English learners during the last two years.   Once the annual needs assessment is complete, resource inequities will be identified, and the site will review existing interventions which may be working toward narrowing these inequities. If such interventions exist, a review and/or evaluation of these will be utilized to determine if they should be continued within the

CSI plan.   If new interventions are necessary, SDUSD leadership will assist the site in searching for evidence-based strategies. If an intervention requires a contract, the CSI program manager will assist in the contracting process. A program evaluation plan will be put in place for any new and ongoing intervention strategies. This plan will include a systematic process for planning, documenting, and assessing the implementation and outcomes of the program/intervention. Leadership will assist with any necessary data collection and goal setting guidance. The CSI program manager will collaborate and facilitate communication across departments to ensure that the schools have the necessary support they need to develop their plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

To monitor and evaluate the implementation and effectiveness of the Comprehensive School Improvement (CSI) plan to support student and school improvement, the LEA will support school sites in utilizing a multifaceted approach that encompasses both qualitative and quantitative measures. The LEA will assist with the following:
1, Data Collection and Analysis: Implement a robust system for collecting and analyzing data to track progress. This can include student performance data, attendance records, graduation rates, and other relevant indicators. Qualitative data, such as feedback from teachers, students, and parents, will also provide insights into the effectiveness of the plan.
2. Regular Monitoring: Establish a regular schedule for monitoring the implementation of the CSI plan through quarterly/trimester reviews of progress data (e.g. grades, interim assessments)
3. Use of program evaluation: Employ a structured approach to assess the plan's effectiveness. Contracted services will be required to have an evaluative component. Services requiring hourly pay or visiting teachers for PLCs will be evaluated during the quarterly/trimester reviews based on student achievement data (see #2)
4. Educational Partner Engagement: Engage School Site Council in the monitoring and evaluation process to gain insights into the plan's effectiveness and areas for improvement.
5. Adaptation and Continuous Improvement: Use the findings from monitoring and evaluation activities to make informed decisions about the CSI plan. This should include adjusting strategies as needed to address challenges and enhance effectiveness. The process should be iterative, with continuous feedback loops to support ongoing improvement and in partnership with School Site Council.
6. Professional Development and Support: Ensure that CSI funds are utilized to provide ongoing professional development and support for staff to effectively implement the CSI plan. This includes training on new strategies, data analysis, and ways to address identified challenges.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
General: Students, Parents, Educators, Site Administrators, Central Office Administrators, Other School personnel, Advisory committees (including DAC, CAC, PTA, DELAC, GATE)	Board of Education Trustee Listening Sessions: Over the months of February and March 2024, the SDUSD Board held 10 different listening sessions (both in person and virtual) which were attended by approximately 225 individuals. In groups, participants generated a list of important vision elements (student outcomes) and values elements (guardrails) and then were asked to prioritize them. At least two trustees facilitated each listening session together and then provided their own summaries for what they heard shine through. Public Board Meetings: LCAP Instructional Updates are provided at each public board meeting with opportunity for public comment and feedback. Presentations included updates on: UTK-12 Literacy, Meaningful Diploma, Middle School Supports, Math, Social Emotional Learning, Black Scholars, and semi-annual updates from advisory leaders (DAC, DELAC, and CAC) Survey: Isobar Public Sector, in conjunction with San Diego Unified School District, administered an LCAP survey in support of continued LCAP work. The survey was conducted in February and March and had 1,341 responses. The survey included the following questions:

	1. What are the most important things that SDUSD students should know and be able to do by the end of elementary, middle, and/or high school? 2. What should San Diego Unified stop doing? Results of those who participated in the survey were 59% Parent/guardian, 24% staff member, 7% community member, 6% student, and 5% alumni. An overview of the survey responses can be found at this link. Board Workshop: On May 24, 2024, a Board Workshop was held from 10:00a - 2:30p and streamed on YouTube and iTV to present the draft 2024-25 LCAP to Board members and the public. The workshop included staff presentations on LCAP Goals, and opportunities for public testimony and educational partner input on each goal. Translation services were provided for families who speak languages other than English to participate in the workshop. LCAP Adoption: The complete LCAP document will be submitted to the San Diego Unified School District Board of Education for first reading and public hearing on June 18, 2024, and second reading and adoption on June 25, 2024.
General: Site Administrators	A Principal's Institute was conducted to generate meaning and alignment between the Site Plan for Student Achievement (SPSA). The institute focused on Student Outcomes Focused Governance and the development of the SPSAs which would then drive the core focus of the LCAP. Principals from all 173 sites workshopped what students should know and be able to do in elementary, middle, and high school and the support that needed to occur in order for students to be successful.
Goal 1: San Diego Educator Association (SDEA), Site Administrators, Central Office Administrators, Special Education (Including SELPA), and Parents	Beginning with the 2023-24 school year, district leadership collaborated with labor partners to establish an Early Childhood Special Education (ECSE) workgroup that meets regularly throughout the year to analyze program needs and co-construct solutions to

	address current challenges. The composition of the workgroup consists of district leadership and representatives from the Special Education department, members of the San Diego Educator Association (SDEA), and parents. Over the past year, the workgroup reviewed program options, professional learning for educators, and parent engagement strategies. In addition to the ECSE workgroup, the District also plans to create a collaborative advisory group to guide our early learning programs. Also during the 2023-24 school year, the District was selected to participate in cohort one of the Student Behavioral Health Initiative Program (SBHIP) and the Children and Youth Behavioral Health Initiative (CYBHI). The participation in both programs requires regular collaboration with the San Diego County Office of Education (SDCOE), California Department of Education (CDE), Department of Health Care Services (DHCS), and other local education agencies who are also part of cohort one. Once school clusters are identified to participate in both programs, Central Office team members will collaborate with school site staff, students, and parents to determine the behavioral health needs of their community and services to support those needs.
Goal 2: Families and Communities	The district engages families and communities in workshops to review and provide input on curriculum, understand student assessment results, and learn strategies for supporting student learning. Through the work of the Family and Community Engagement department, several workshops were held to engage with families to improve student outcomes.
Goal 3: Students, Parents, Educators, Administrators, Other School personnel, Advisory committees (including DAC & CAC)	Beginning in the Fall of 2022, the district has facilitated a workgroup composed of 42 educational partners focused on exploring and designing pathways for students to earn a 'meaningful' diploma with equity safeguards. The composition of the workgroup consisted of middle and high school principals, advisory chairs from CAC and DAC, central office staff, current and former high school students, and parents. Over the past two years, the workgroup discussed the following as it pertained to graduation:

	- What inequitable patterns of experience and outcomes are playing out in our system? How do we know? - What structures and system dynamics are contributing to these inequitable patterns? - What has been emerging in our system relative to these patterns? In addition to the above, the workgroup reviewed and analyzed data: - Graduation rates and trends - A-G rates and trends - Student transcripts in middle and high school And most importantly, the workgroup conducted empathy interviews with students. Our students have asked for a diploma pathway that leads to a meaningful diploma, one that is aligned to students' interests and passions.
Goal 4: Providing Targeted Support for State Designated Schools	10 sites within San Diego Unified qualified for Equity Multiplier funds for the 2024-25 school year. Each site worked with their Area Superintendent and site community to develop actions within their Single Plan for Student Achievement (SPSAs) to improve student outcomes. Specifically, SPSAs address all red and orange indicators as identified by the California State Dashboard. For the 10 sites, data for students receiving special education services was the common area of need and a focus of LCAP Goal 4. Starting in the 22-23 school year, educational partner quarterly meetings were held to provide input and feedback on the identified strategies included within the Significant Disproportionality Comprehensive Coordinated Early Intervening Services draft plan. Once the plan was approved by the State, implementation of the strategies began at each focus school site for the 23-24 school year. Ongoing quarterly reports to monitor impact of selected strategies by each school site were provided to both the California Department of Education and San Diego Unified Board of Education. Refinements to strategies and services were made throughout the process based on administrator, educator, and student or parent feedback.

	During the 23-24, Equity Team cohorts were launched in partnership with our school site administrators, educators, classified staff, and parents. Each Equity Team who participated in the 23-24 cohort identified an equity issue and participated in an in-depth, comprehensive data dive to address the needs of their students and community. A second cohort of Equity Teams will launch for the 24-25 school year.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

In alignment with community feedback, the LCAP goals (1-3) were established based on the survey responses and community input sessions that were conducted.

Through the trustee listening sessions in alignment with Student Outcomes Focused Governance (SOFG), both the administered LCAP survey and data collected in the listening sessions, led the district to four board goals. The listening sessions and survey results showed an overwhelming need to focus on the Social Emotional Development (LCAP Goal 1) of our learners as well as increased focus on Problem Solving (Math) and (Communication Skills) English Language Arts (LCAP Goal 2). LCAP Goal 3 was developed in conjunction with the design for meaningful graduation working group. LCAP Goal 4 - is a new state requirement and the Area Superintendent Team has worked alongside the Principals at the identified sites to develop their SPSAs and design supports for their lowest performing student groups, as indicated by the California State Dashboard.

Board Goal #1: A focus on Social Emotional Learning (LCAP Goal 1)

Board Goal #2: A focus on English Language Arts (Combined Board Goals 2 & 3 to the LCAP Goal 2, Broad and Challenging curriculum)

Board Goal #3: A focus on Math (Combined Board Goals 2 & 3 to the LCAP Goal 2, Broad and Challenging curriculum)

Board Goal #4: A focus on Graduation (LCAP Goal 3)

Following the SOFG process, the alignment was made with the board goals and the LCAP goals as informed by the community feedback. Through the work of site administrators, the board goals now aligned to the LCAP Goals, and then aligned to the SPSA goals.

As the district continues to work towards the concentric circle model, an intentional shift was made this year to have Principals, through the work of their SPSAs inform the plan. The community informed the board goals which were then given to the principals through their SPSAs. The principals through the engagement of their community identified areas they wanted to focus on for the 24/25 school year. Those identified areas are what has been incorporated as actions throughout the LCAP. For example, Action 2.1, Professional Learning Communities (PLCs), was the number one item identified by site principals. Following the Principal's Institute, a Central Office Institute was

conducted where central office leaders reviewed the work of the Principals for their SPSA's and used that information in conjunction with the feedback sessions and surveys to begin the design of the district's next 3-year plan.

Local metrics are included in this iteration of the LCAP based on community feedback and the need to be able to monitor the work occurring in the LCAP in real-time. While there is a requirement to include CAASPP information, the goals will also include local assessments to ensure the district is reporting out data more accurate and timely. Each action within the LCAP has a reference to how that work will be monitored.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Strengthening Social Emotional Development	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

INPUTS
If we commit to cultivating the social emotional development of our students then we will prepare our students to be emotionally intelligent thinkers and collaborative communicators who are able to articulate and generate their own wellness.

OUTCOMES
This goal will increase the identified student outcomes through: increased student attendance, increased social emotional and mental wellness, decrease in behavior incidents, and decrease in behavior support response (BSR) requests for level one behaviors.

SPOTLIGHT INTENTIONALITY
There will be an intentional focus on district Spotlight Students (TK-8 students who are farthest below the standard in English and Math, and High School students with the lowest grades as determined by their GPA), multilingual learners, and students with disabilities. We are committed to fostering safe, inclusive, and caring environments that support social-emotional growth, belonging, and connection to each other as well as the world around us.

EDUCATIONAL PARTNER ENGAGEMENT
Beginning with the 2023-24 school year, district leadership collaborated with labor partners to establish an Early Childhood Special Education (ECSE) workgroup that meets regularly throughout the year to analyze program needs and co-construct solutions to address current challenges. The composition of the workgroup consists of district leadership and representatives from the Special Education department, members of the San Diego Educator Association (SDEA), and parents. Over the past year, the workgroup reviewed program options, professional learning for educators, and parent engagement strategies. In addition to the ECSE workgroup, the District also plans to create a collaborative advisory group to guide our early learning programs.

Also during the 2023-24 school year, the District was selected to participate in cohort one of the Student Behavioral Health Initiative Program (SBHIP) and the Children and Youth Behavioral Health Initiative (CYBHI). The participation in both programs requires regular collaboration with the San Diego County Office of Education (SDCOE), California Department of Education (CDE), Department of Health Care Services (DHCS), and other local education agencies who are also part of cohort one. Once school clusters are identified to participate in both programs, Central Office team members will collaborate with school site staff, students, and parents to determine the behavioral health needs of their community and services to support those needs.

STATE REQUIRED METRICS
Within the goal of social-emotional development, the state has identified schools, student groups, or student groups within schools who have high rates of suspension on the 2023 State Dashboard. Action 1.2.a address these areas through intentional focus. The comprehensive list of these schools can be found here (add link).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.a	BSR Referrals (TK/K)	206 Referrals (Source: Local Data, 6/17/2024)			180 Referrals	
1.b	MySAEBRS Screener	N/A - Data will be available Fall 2024			N/A - Data will be available Fall 2024	
1.c	Behavioral Incidences	13,307 Incidences (Source: Hoonuit, 6/17/2024)			9,407	
1.d	Growth on Assessment Tool	N/A - Assessment Tool to be established by Fall 2024			N/A - Assessment Tool to be established by Fall 2024	
1.e	Suspension Rate	All Students: 2.3%			All Students: 2.3%	

		African American: 5.3% American Indian: 3.5% Asian: 0.6% Filipino: 0.9% Hispanic: 2.9% Multiple Races: 2.0% Pacific Islander: 2.6% White: 1.4% English Learner: 2.8% Foster: 8.4% Homeless: 4.6% Socioeconomically Disadvantaged: 3.1% Students with Disabilities: 4.0% (Source: PowerSchool, 5/28/2024)			African American: 2.5% American Indian: 2.5% Asian: 0.6% Filipino: 0.9% Hispanic: 2.5% Multiple Races: 2.0% Pacific Islander: 2.5% White: 1.4% English Learner: 2.5% Foster: 2.5% Homeless: 2.5% Socioeconomically Disadvantaged: 2.5% Students with Disabilities: 2.5%	
1.f	Chronic Absenteeism	All Students: 21.2% African American: 24.6% American Indian: 23.1% Asian: 9.9% Filipino: 13.0% Hispanic: 28.4% Multiple Races: 16.9% Pacific Islander: 30.2% White: 13.8% English Learner: 29.0% Foster: 35.7% Homeless: 35.8% Economically Disadvantaged: 25.6% Students with Disabilities: 31.3%			All Students: 12.2% African American: 15.6% American Indian: 14.1% Asian: 5.0% Filipino: 5.0% Hispanic: 19.4% Multiple Races: 7.9% Pacific Islander: 21.2% White: 5.0% English Learner: 20.0% Foster: 26.7%	

		(Source: Hoonuit, 5/22/2024)			Homeless: 26.8% Economically Disadvantaged: 16.6% Students with Disabilities: 22.3%	
1.g	Number of Expulsions	29 Expulsions (Source Local Data: 2023-24)			20 Expulsions	
1.h	Participants in activities/opportunities that promote parent participation for all students including English Learners (EL), Foster Youth (FY), Low Income (LI) students, and Students with Disabilities (SWD)	16,437 Participants (Source Local Data: 2023-24)			20,000 Participants	
1.i	Facilities Inspection Tool (FIT)	100%			100%	
1.j	Parent Climate Survey (CalSCHLS CSPS)	Safety: 89% School Connectedness: 86%			Safety: 93% School Connectedness: 90%	
1.k	Staff Climate Survey (CalSCHLS CSSS) Staff safety and supportive, inviting workplace	Safety: 88% School Connectedness: 87%			Safety: 90% School Connectedness: 91%	

1.l	Student School Connectedness (CalSCHLS CHKS)	Grade 5: 70% Grade 7: 55% Grade 9: 56% Grade 11: 55%			Grade 5: 75% Grade 7: 65% Grade 9: 66% Grade 11: 65%	
1.m	Student School Safety (CalSCHLS CHKS)	Grade 5: 77% Grade 7: 54% Grade 9: 59% Grade 11: 62%			Grade 5: 82% Grade 7: 64% Grade 9: 69% Grade 11: 72%	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Educating Our Educators Through	District staff will engage in professional learning, growth, and development that focuses on equity consciousness. Staff will explore their own individual	$8,774,918.00	Yes

| an Equitable and Inclusionary Lens | beliefs, biases & behaviors as well as systems of oppression with the goal of understanding and interrupting ways of being and doing that negatively impact students and families to create a more fair and inclusive environment.

1. Develop support and resources for District staff to create space for students to interrogate & enhance systems such as education, government, healthcare, housing, etc
a. Coaching, lesson modeling, and learning opportunities for educators
b. Lesson plans, guides, and teaching tools
c. Providing students with opportunities for critical thinking, student agency, and change agency

2. Engage with educators for ongoing learning, monitoring, and implementation of the District's values and ways of being in support of our students', families' and employees' social and emotional wellbeing.
a. Support staff in creating and practicing adult/student boundaries and maintaining safe and welcoming spaces for all
b. Create resources for supporting students', families', and staff's social and emotional wellbeing readily accessible to students, staff, and families

3. Develop a cohesive system of support for educators at different stages of their career.

4. The Family Engagement department will collaborate with schools to host social emotional workshops that focus on family relationships with educators. These workshops will be informed by evidence based practices for example, dual-capacity building framework and Scholastic.

Equity Driver: Based on the first year analysis and existing data, sites will determine the high needs students, families, and staff who will be centered in equity initiatives moving forward, and develop equity foci around student and staff outcomes.

This action will be measured by metrics 1.b (mySABER Screener), 1.d (Growth on Assessment Tool), 1.f (Chronic Absenteeism), 1.h (Participants in activities/opportunities that promote parent participation) | | |

| 1.2 | Social-Emotional Learning | Students will increase their ability to self-regulate, monitor social-emotional growth, and articulate mental health needs through the following grade-level appropriate strategies:

1. On-the-job training and coaching sessions for Early Learning educators using a multi-tiered system of support (MTSS) of evidence-based practices that promote the social, emotional, and behavioral development of young children
a. Two cohorts of early learning educators will participate in the trainings during the 2024-25 and 2025-26 school years with a specific focus on training our Early Childhood Special Education, Pre-School, and Universal Transitional Kindergarten educators. Impact data from educators who completed trainings in 24-25 and 25-26 will be measured using Indicator 7 of the State Performance Plan.

Equity Driver: Staff will reflect on their own backgrounds, cultures, and experiences, and how this affects the way they react to the ways in which children learn and show how they feel.

b. A collaborative advisory group to guide our early learning programs will help create, put into action, and expand a Multi Tiered Systems of Support focused on teaching social and emotional, early reading, and early math skills. The advisory group will also help families and teachers understand early childhood development and how young children learn.

Equity Driver: The Early Learning strategic plan will establish clear expectations for equity and inclusion, structures and supports to ensure equitable access to high quality, inclusive, early learning environments for all children in a geographic area or cluster, and increase the capacity of administrative, classified, and certificated educators at school sites to support early learners.

2. Social-emotional and mental health education lessons, activities and events that specifically support the social-emotional growth of spotlight students in up to 5 clusters each year. | $54,990,275.00 | Yes |

a. Delivery of Transformative SEL lessons in grades 1-5 and monitoring growth through the use of social-emotional assessment tool(s) to evaluate student progress towards becoming Emotionally Intelligent Thinkers and Collaborative Communicators.

Equity Driver: Each year, participating clusters will use the assessment tool and implement strategies to specifically support the social-emotional growth of spotlight students, multilingual learners, and students with disabilities.

b. Participation in educator-led and student-led mental health education activities in grades 6-12 that support students' ability to self-identify mental health needs, self-regulate and regularly use coping skills.
Equity Driver: Each year, participating clusters will deliver mental health education lessons and activities to their secondary students, as well as coordinate Tier I, Tier II, and Tier III services, that specifically address the mental health needs of spotlight students, multilingual learners, and students with disabilities.

c. Providing mental health education events for caregivers that highlight Youth Mental Health First Aid practices, pathways to access community resources, and strategies to support the social-emotional and mental health needs of their child.

Equity Driver: Each year, participating clusters will partner with families and Central Office departments to provide Mental Health education workshops with specific strategies to address the needs of their most impacted youth (i.e. Students with Disabilities, Multilingual Learners, BIPOC, Foster, Homeless, Native/Indigenous etc).

d. Referral pathway and process for Tier II and Tier III behavioral health services

e. The family engagement department in collaboration with school sites, families, caregivers, and community partner organizations will identify areas of focus and develop workshops regarding social-emotional learning and mental health based on families input and need. This information will be gathered through a district/school survey sent to all families.

		This action will be measured by metrics 1.a (BSR Referrals (TK/K)), 1.b (MySABER Screener), 1.c (Behavioral Incidences), 1.d (Growth on Assessment Tool), 1.e (Suspension Rate), 1.g (Number of Expulsions), 1.h (Participants in activities/opportunities that promote parent participation)		
1.2.a	Social-Emotional Learning - Suspension/Expulsion	Schools and student groups with a red indicator as identified by the California State Dashboard will have access to Tier II and Tier III behavioral health services, which may include but is not limited to: 1. Alternative-to-suspension programs 2. Emotional regulation and coping skills 3. Conflict-resolution support 4. Restorative circles and community building 5. Family circles Equity Driver: Schools will analyze student discipline data to identify disproportionalities to address disparities and partner with families to provide appropriate Tier II and Tier III behavioral health services. This action will be measured by metrics 1.a (BSR Referrals UTK/K), 1.c (Behavioral Incidences) 1.e (Suspension Rate), 1.f (Chronic Absenteeism)	$12,791,236.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Increasing Academic Achievement through Broad and Challenging Curriculum	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

INPUTS
If we commit to providing access to broad and challenging curriculum, strengthening professional learning communities (PLCs) , Universal Support for Early Learners, high quality tier 1 instruction for all students then our students will have access to grade level standards

OUTCOMES
This goal will increase the identified student outcomes through: increased achievement in communication and problem solving.

SPOTLIGHT INTENTIONALITY
There will be an intentional focus on district Spotlight Students (TK-8 students who are farthest below the standard in English and Math, and High School students with the lowest grades as determined by their GPA). This will ensure that our students who need the most support, receive additional support. We are committed to supporting the academic needs of spotlight students to have equitable access to broad and challenging curriculum that allows them to excel academically.

EDUCATIONAL PARTNER ENGAGEMENT
The district engages families and communities in workshops to review and provide input on curriculum, understand student assessment results, and learn strategies for supporting student learning. Additionally the district partnered with universities to inform instruction, content areas and pedagogy practices. Additionally the district has partnered with student groups to ensure, representation, course offerings, technology, and format of curriculum which is embedded within this goal.

STATE REQUIRED METRICS
Within the goal of broad and challenging curriculum, the state has identified schools, student groups, or student groups within schools who have high rates of chronic absenteeism, low progress on English Language Proficiency (ELPI), Early Learning, Chronic Absenteeism, Math,

and English Language Arts on the 2023 State Dashboard. Actions 2.2.a, 2.3, 2.4.a, and 2.4.b, address these areas through intentional focus. The comprehensive list of these schools can be found here (add link).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.a	CAASPP Math Distance From Standard (DFS)	All Students: -24.1 African American: -86.4 American Indian: -44.4 Asian: 47.5 Filipino: 9.5 Hispanic: -70.2 Multiple Races: 9.4 Pacific Islander: -59.1 White: 29.6 English Learner: -83.9 Foster: -134.0 Homeless: -93.3 Economically Disadvantaged: -63.8 Students with Disabilities: -110.3 (Source: CA State Dashboard 22/23)			All Students: -6.1 African American: -59.4 American Indian: -26.4 Asian: 56.5 Filipino: 18.5 Hispanic: -52.2 Multiple Races: 18.4 Pacific Islander: -41.1 White: 38.6 English Learner: -65.9 Foster: -107.0 Homeless: -75.3 Economically Disadvantaged: -45.8 Students with Disabilities: -83.3	
2.b	CAASPP ELA Distance From Standard (DFS)	All Students: 6.9 African American: -45.6 American Indian: -21.7 Asian: 58.7			All Students: 15.9 African American: -27.6	

		Filipino: 44.2 Hispanic: -33.2 Multiple Races: 38.6 Pacific Islander: -10.7 White: 54.7 English Learner: -61.8 Foster: -102.0 Homeless: -59.1 Economically Disadvantaged: -28.9 Students with Disabilities: -84.4 (Source: CA State Dashboard 22/23)			American Indian: -3.7 Asian: 67.7 Filipino: 53.2 Hispanic: -15.2 Multiple Races: 47.6 Pacific Islander: -1.7 White: 63.7 English Learner: -43.8 Foster: -75.0 Homeless: -41.1 Economically Disadvantaged: -10.9 Students with Disabilities: -57.4	
2.c	Attendance Rate	All Students: 93.2% African American: 92.4% American Indian: 92.7% Asian: 95.8% Filipino: 95.0% Hispanic: 91.8% Multiple Races: 94.0% Pacific Islander: 91.5% White: 94.4% English Learner: 91.8% Foster: 89.5% Homeless: 89.9% Economically Disadvantaged: 92.4% Students with Disabilities: 90.8%			All Students: 95.2% African American: 94.4% American Indian: 94.7% Asian: 96.8% Filipino: 96.0% Hispanic: 94.8% Multiple Races: 95.0% Pacific Islander: 94.5% White: 95.4% English Learner: 94.8% Foster: 92.5% Homeless: 92.9%	

		(Source: Hoonuit, 5/22/2024)			Economically Disadvantaged: 94.4% Students with Disabilities: 93.8%	
2.d	English Learner Progress Indicator (ELPI)	49.8%

(Source: CA State Dashboard 22/23) | | | 55.8% | |
| 2.e | Fidelity Integrity Assessment | N/A - Pending Identification of Focus Schools. | | | N/A - Pending Identification of Focus Schools. | |
| 2.f | Chronic Absenteeism | All Students: 21.2% African American: 24.6% American Indian: 23.1% Asian: 9.9% Filipino: 13.0% Hispanic: 28.4% Multiple Races: 16.9% Pacific Islander: 30.2% White: 13.8% English Learner: 29.0% Foster: 35.7% Homeless: 35.8% Economically Disadvantaged: 25.6% Students with Disabilities: 31.3%

(Source: Hoonuit 5/22/2024) | | | All Students: 12.2% African American: 15.6% American Indian: 14.1% Asian: 5.0% Filipino: 5.0% Hispanic: 19.4% Multiple Races: 7.9% Pacific Islander: 21.2% White: 5.0% English Learner: 20.0% Foster: 26.7% Homeless: 26.8% Economically Disadvantaged: 16.6% Students with Disabilities: 22.3% | |

2.g	Schools with functional School Site Councils (SSCs)	Rosters: 69% Agendas/Minutes: 59%			Rosters: 100% Agendas/Minutes: 100%	
2.h	Availability of standards aligned instructional materials	100%			100%	
2.i	Teachers are appropriately assigned and fully credentialed	Assigned: 96.4% Credentialed: 96.4%			Assigned: 100% Credentialed: 100%	
2.j	Implementation of state board adopted academic content and performance standards in ELA, ELD, Math, Science, H/SS, CTE, Health, PE, VAPA, World Lang [Teachers provide instruction aligned to the California state standards, including EL access to ELD and state standards, as measured by annual principal affidavit. (Average scores where Exploration and Research Phase = 1; Beginning Development = 2; Initial Implementation = 3; Full Implementation = 4; and Full Implementation and Sustainability = 5)]	English Language Arts: 4.4 English Language Development: 4.1 Mathematics: 4.4 Science: 3.9 History/Social Science: 4.1 Career Technical Education: 4.0 Health: 3.6 Physical Education: 4.3 Visual and Performing Arts: 3.8 World Languages: 4.3			English Language Arts: 4.8 English Language Development: 4.3 Mathematics: 4.8 Science: 4.0 History/Social Science: 4.3 Career Technical Education: 4.3 Health: 4.0 Physical Education: 4.6 Visual and Performing Arts: 4.1 World Languages: 4.6	

| 2.k | English Learner Reclassification Rate | 15% | | | 17% | |
| 2.l | Elementary students, including unduplicated pupils and individuals with exceptional needs, participate in a broad course of study as measured by marks on report cards in all subject areas described in Section 51210 and subdivisions (a) to (i), inclusive of Section 51220, as applicable | 100% | | | 100% | |

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Learning Communities (PLC)	Principals will focus on strengthening their Professional Learning Communities (PLCs) by increasing their use of data and identifying instructional implications to improve student achievement, especially for Spotlight students, including those with Individual Education Plans (IEPs) and multilingual learners. Participating schools may use, but are not limited to, the following strategies: 1. Develop and communicate a PLC schedule for the year to their Area Superintendent. 2. Utilize a Professional Learning Community protocol. 3. Utilize a Student Work Analysis Plan. 4. Engage in professional learning designed to utilize the PLC structure to support Spotlight students. 5. Providing resources to site administrators on intentionally engaging families in the learning goal. Equity Driver: Up to 14 schools will be monitored annually to ensure effective PLCs. Data will specifically be analyzed for Spotlight students, including those with IEPs and multilingual learners This action will be measured by metrics 2.a (DFS Math) and 2.b (DFS ELA)	$6,291,127.00	No
2.2	Universal Support for All (Tier 1)	By 2027, up to five clusters will receive targeted support to strengthen universal tier 1 instruction and provide equitable access to high quality, universally designed academic, behavioral, and social emotional curriculum that incorporates students' strengths, areas of growth, cultural backgrounds, and language proficiencies. 1. School site teams will complete the Fidelity Integrity Assessment (FIA) annually.	$38,281,668.00	Yes

		2. School support teams and school staff will collaborate on design and implementation of a continuum of support informed by student achievement data and the Fidelity Integrity Assessment. 3. School site staff will engage in professional learning on Universal Design for Learning (UDL), culturally responsive practices, and integrated academic, behavioral and social emotional supports. Equity Driver: Students who are multilingual and students with IEPs will participate in the universal instruction/coursework and activities of their peers in grade level and/or content courses This action will be measured by metrics 2.a (DFS Math) and 2.b (DFS ELA), and 2.e (Fidelity Integrity Assessment)		
2.2.a	Universal Support for Multilingual Learners (Tier 1)	By 2027, the Multilingual Education Department will collaborate directly with schools marked with a red indicator on the English Language Proficiency Indicator (ELPI) California State Dashboard or with high concentrations of at-risk, Long-Term, and Newcomer Multilingual Learners. Our aim is to provide rigorous, standards-based instruction with appropriate scaffolding to enhance comprehension, engagement, participation, and mastery, thereby improving English Language Proficiency while respecting and valuing students' cultural and linguistic backgrounds. Strategies to include this include: 1. Professional Learning: Conduct a minimum of 2 sessions at each site focused on research-based practices and high-impact language strategies (e.g., Guided Language Acquisition Design, Learning How English Works) to support English Learners and Long-Term English Learners (LTELs). 2. Pilot Summit-K12 Language Proficiency Assessments: Implement and evaluate Summit-K12 language proficiency assessments to monitor and improve student progress. 3. Increase Engagement in DELAC Meetings: Enhance school site participation and overall satisfaction ratings of District English Learner Advisory Committee (DELAC) meetings to foster better community involvement and support.	$20,554,358.00	Yes

		Equity Driver: The Multilingual Education Department (MED) will prioritize support for all schools with a red indicator on the English Language Proficiency Indicator (ELPI) California State Dashboard or those with a high concentration of Multilingual Learners. This action will be measured by metrics 2.d (English Learner Progress)		
2.2.b	Universal Support for Early Learners (TK-2)	By 2027, preschool students from all areas and socioeconomic backgrounds will have greater opportunities for inclusive and culturally affirming early learning programs. 1. A collaborative advisory group will guide the ongoing development of Multi Tiered Systems of Support (MTSS) in our early learning programs. The advisory group will also recommend ways to help families and teachers understand early childhood development. 2. The district will utilize the Heggerty Phonological Awareness Assessment in all TK classrooms and preschool to track their development as pre readers. 3. The district is currently developing a primary math assessment for Math for TK-2 and for 2024/25 piloting at two schools. 4. In 2024-25 The report card for Transitional Kindergarten will be developed to align with the State Preschool/TK foundations 5. Resource fairs will be hosted in partnership with district, community partners, and families with information, strategies, and learning materials, for families and caregivers on how to support early learners. Equity Driver: Preschoolers from all neighborhoods and backgrounds, including those who speak multiple languages and those with special education plans, will be able to learn together in welcoming classrooms. This metrics for this action will be incorporated pending the establishment of a baseline for the 2024/25 pilot	$30,278,872.00	Yes

2.3	Chronic Absenteeism	By 2027, up to 25 schools will increase student engagement by focusing on decreasing chronic absenteeism through the design of proactive systems of support for students and their families, with a specific focus on schools and student groups in the red indicator as identified by the California State Dashboard. Strategies may include, but are not limited to: 1. Immunization events and wellness services 2. Providing options for transportation to and from school 3. Providing Extended Learning Opportunities (ELO) programs 4. Participation in the site-based strategies to improve chronic absenteeism (i.e. family outreach, San Diego County Office of Education improvement network, etc.) 5. Examination of attendance data for frequently absent students to identify trends and areas for growth 6. Developing or leveraging existing attendance monitoring teams that include site and Central office staff 7. Assessing the impact of transportation, immunizations, and before/after school programming on attendance rates 8. Gathering data throughout the year to establish goals and monitoring metrics Equity Driver: Targeted focus on increasing attendance rates for spotlight students, with a particular focus on homeless, foster youth, multilingual learners, and students with disabilities. This action will be measured by metrics 2.f (Chronic Absenteeism)	$88,417,208.00	Yes
2.4	Standards Based Curriculum	By 2027, students will be provided a standards-based curriculum and supplemental materials, incorporating evidence-based practices to enhance literacy and numeracy, with an intentional focus on multilingual learners, students with disabilities, and other Spotlight students.	$13,015,739.00	No

		Equity Driver: Up to 5 identified clusters will receive additional support and training based on ela and math distance from standard in Spotlight Student data. Training will include best practices for engagement and distance from standard education for families. This action will be measured by metrics 2.a (DFS Math) and 2.b (DFS ELA), and 2.e (Fidelity Integrity Assessment)		
2.4.a	Standards Based Curriculum -Math	All Students, K-8 with a specific focus on schools and student groups in the red indicator as identified by the California State Dashboard, will be provided a California State Standards aligned math curriculum that is learner-centered with a focus on problem solving and number sense. Student resources will be created for educators to support problem solving and number sense such as games, projects, and Number Talks. 1. School site staff will engage in professional learning to support curriculum implementation. This action will be measured by metrics 2.a (DFS Math)	$1,392,493.00	No
2.4.b	Standards Based Curriculum -ELA	1. All Students, K-8 with a specific focus on schools and student groups in the red indicator as identified by the California State Dashboard, will be provided California State Standards aligned ELA and ELD curriculum that is culturally responsive. a. School site staff will engage in professional learning to support curriculum implementation. 2. Up to 9 clusters will incorporate at least one evidenced based practice from the Literacy Asset Mapping report relating to: teacher collaboration, fostering student agency, or culturally and linguistically affirming practices. Decisions will be informed by relevant student data. a. Clusters will co-construct their implementation plans which include evidenced based practices with school network support.	$5,944,250.00	No

		This action will be measured by metrics 2.b (DFS ELA)		
2.5	Community Schools	Each year, the Community School model will be adopted by designated sites in our highest needs communities, providing racially-just, culturally relevant, and innovative learning opportunities across all grade levels and classrooms that reflect the priorities identified in the school's needs and assets assessment. The Community Schools model is inclusive of the following four pillars, with implementation of each pillar supported by District office and school site staff in a multi-year implementation plan: 1. Collaborative Leadership 2. Family & Community Engagement 3. Extended & Enriched Learning Opportunities 4. Integrated Student Supports Equity Driver: Targeted outreach to school communities (students, families, community partners, and staff) with 80% or more of their student population qualifying for free/reduced lunch services to encourage participation in Community Schools initiative. This action will be measured by metrics 2.a (DFS Math) and 2.b (DFS ELA), and 2.e (Fidelity Integrity Assessment)	$6,183,897.00	Yes
2.6	Targeted Intervention Support	All schools will receive additional services supported by a supplemental Local Control Funding Formula (LCFF) allocation proportionate to the number of English Learners (EL), Foster Youth (FY) and Low Income (LI) students. Each school will select the most appropriate supplemental interventions, classroom supports and/or professional development supports and services to meet the specific needs of the EL, FY, and LI students. All schools will set goals, design plans for improvement and provide multiple levels of support for all student groups identified in their Single Plan for Student Achievement (SPSA). School Site Councils (SSC) will work with school instructional team members in consultation with the	$32,922,227.00	Yes

		District Advisory Council for Compensatory Education (DAC), site advisory groups, including parents and community members, in SPSA development. This action will be monitored through each sites SPSA and the School Site Councils 2.g (Schools with functional School Site Councils (SSCs))		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increasing College and Career Preparedness	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

INPUTS
If we commit to increasing student connection to school and providing a meaningful diploma that includes A-G completion, Early College Credits completion and College, Career, Technical Education (CCTE) Pathway completion then we will prepare our students to be Future Ready, equipped with the skills, knowledge, and plans for success beyond high school graduation.

OUTPUTS
This goal will increase the identified student outcomes through: increased graduation rates, increased attendance rates, improved grade point averages (GPAs), and increased college and career preparedness.

SPOTLIGHT INTENTIONALITY
There will be an intentional focus on district Spotlight Students (TK-8 students who are farthest below the standard in English and Math, and High School students with the lowest grades as determined by their GPA). This will ensure that our students who need the most support, receive additional support. We are committed to fostering an environment for spotlight students to have equitable access to opportunities that empower them to thrive academically and professionally through both college and career.

EDUCATIONAL PARTNER ENGAGEMENT
Beginning in the Fall of 2022, the district has facilitated a workgroup composed of 42 educational partners focused on exploring and designing pathways for students to earn a 'meaningful' diploma with equity safeguards. The composition of the workgroup consisted of middle and high school principals, advisory chairs from CAC and DAC, central office staff, current and former high school students, and parents.

Over the past two years, the workgroup discussed the following as it pertained to graduation:
- What inequitable patterns of experience and outcomes are playing out in our system? How do we know?
- What structures and system dynamics are contributing to these inequitable patterns?
- What has been emerging in our system relative to these patterns?

In addition to the above, the workgroup reviewed and analyzed data:
- Graduation rates and trends
- A-G rates and trends
- Student transcripts in middle and high school

And most importantly, the workgroup conducted empathy interviews with students. Our students have asked for a diploma pathway that leads to a meaningful diploma, one that is aligned to students' interests and passions.

STATE REQUIRED METRICS
Within the goal of graduation, the state has identified schools, student groups, or student groups within schools who have received the lowest performance indicator on the 2023 California State Dashboard for graduation and College Career Indicator (CCI). Actions 3.1.a, 3.2.a, address these areas through intentional focus. The comprehensive list of these schools can be found here (add link).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.a	Graduation Rate	All Students: 89.9% African American: 82.3% Asian: 93.9% Filipino: 95.1% Hispanic: 86.1% Multiple Races: 94.1% Pacific Islander: 88.6% White: 95.4% English Learner: 72.3% Foster: 55.0% Homeless: 78.0% Economically Disadvantaged: 87.5%			All Students: 93.0% African American: 85.3% Asian: 95% Filipino: 95.1% Hispanic: 89.1% Multiple Races: 95.1% Pacific Islander: 91.6% White: 95.4% English Learner: 78.3%	

		Students with Disabilities: 67.2% (Source: DataQuest, 2022/23)			Foster: 64.0% Homeless: 84.0% Economically Disadvantaged: 90.5% Students with Disabilities: 76.2%	
3.b	College Career Indicator (CCI)	All Students: 59.9% African American: 43.8% Asian: 79.5% Filipino: 75.1% Hispanic: 44.5% Multiple Races: 72.0% Pacific Islander: 42.9% White: 78.9% English Learner: 20.8% Foster: 15.0% Homeless: 31.6% Economically Disadvantaged: 50.6% Students with Disabilities: 23.8% (Source: CA State Dashboard 2022/23)			Targets pending CDE Dashboard "Change" calculations	
3.c	D&F Rate	All: 13.78% Grade 6: 10.01% Grade 7: 13.11% Grade 8: 13.51% Grade 9 19.46% Grade 10: 16.37% Grade 11: 14.53% Grade 12: 8.14% (Source: PowerSchool 2023/24)			All: 10.78% Grade 6: 7.01% Grade 7: 10.11% Grade 8: 10.51% Grade 9: 15.96% Grade 10: 13.37% Grade 11: 11.53% Grade 12: 5.14%	

3.d	Spotlight Student a-g Completion Rate	24.7% (Source: Local Data 05/2024)			33.7%	
3.e	Spotlight Student - CTE pathway with grade c or higher	21.4% (Source: Local Data 05/2024)			30.4%	
3.f	Spotlight Student - 2 or more community college courses	7% (Source: Local Data 05/2024)			16%	
3.g	Attendance (Middle & High)	All: 93.4 % African American: 92.1% American Indian or Alaska Native: 92.6% Asian: 96.2% Filipino: 95.8% Hispanic or Latino: 92.0% Pacific Islander: 92.2% White: 94.3% Two or More Races: 94.1% English Learner: 90.9% Foster Youth: 85.4% Homeless Youth: 89.8% Students with Disabilities: 90.3% Socioeconomically Disadvantaged: 92.3%			All: 95.2% African American: 94.1% American Indian or Alaska Native: 94.6% Asian: 97.2% Filipino: 96.8% Hispanic or Latino: 95.0% Pacific Islander: 95.2% White: 95.1% Two or More Races: 96.1% English Learner: 93.9% Foster Youth: 88.4% Homeless Youth: 92.8 %	

		(Source: Hoonuit, 5/22/2024)			Students with Disabilities: 93.3% Socioeconomically Disadvantaged: 95.3%	
3.h	Early Assessment Program (EAP)	ELA: 31.8% Math: 15.4% (Source: CAASPP website)			ELA: 35% Math: 21%	
3.i	Middle School Dropout Rate	0.001% (Source: PowerSchool 2022-23)			0%	
3.j	Advanced Placement Participation	All: 40% African American: 25% American Indian or Alaska Native: 32% Asian: 62% Filipino: 45% Hispanic or Latino: 28% Pacific Islander: 24% White: 54% Two or More Races: 46% English Learners: 7% Foster Youth: 11% Homeless Youth: 20% Students with Disabilities: 11% Socioeconomically Disadvantaged: 31% (Source: Local Data 2022/23)			All: 43% African American: 31% American Indian or Alaska Native: 38% Asian: 65% Filipino: 48% Hispanic or Latino: 34% Pacific Islander: 30% White: 57% Two or More Races: 49% English Learners: 16% Foster Youth: 20% Homeless Youth: 26%	

					Students with Disabilities: 20% Socioeconomically Disadvantaged: 37%	
3.k	Advanced Placement Pass Rate	All: 71% African American: 42% American Indian or Alaska Native: 85% Asian: 75% Filipino: 59% Hispanic or Latino: 56% Pacific Islander: 53% White: 75% Two or More Races: 73% English Learners: 38% Foster Youth: N/A Homeless Youth: 47% Students with Disabilities: 44% Socioeconomically Disadvantaged: 57% (Source: Local Data 2022/23)			All: 76% African American: 52% American Indian or Alaska Native: 88% Asian: 79% Filipino: 66% Hispanic or Latino: 63% Pacific Islander: 61% White: 79% Two or More Races: 78% English Learners: 48% Foster Youth: N/A Homeless Youth: 56% Students with Disabilities: 53% Socioeconomically Disadvantaged: 64%	
3.l	UC a-g	All: 69.8% African American: 64.1% American Indian or Alaska Native: (N<11) Asian: 82.9%			All: 72.8% African American: 70.1% American Indian or Alaska Native: (N<11)	

| | | Filipino: 73.5%
Hispanic or Latino: 56.3%
Pacific Islander: 64.5%
White: 85.5%
Two or More Races: 79.6%
English Learners: 41.4%
Foster Youth: 54.5%
Homeless Youth: 48.1%
Students with Disabilities: 46.2%
Socioeconomically Disadvantaged: 61.6%

(Source: DataQuest, 2022/23) | | | Asian: 85.9%
Filipino: 76.5%
Hispanic or Latino: 65.3%
Pacific Islander: 70.5%
White: 88.5%
Two or More Races: 82.6%
English Learners: 50.4%
Foster Youth: 63.5%
Homeless Youth: 57.1%
Students with Disabilities: 55.2%
Socioeconomically Disadvantaged: 67.6% | |
| 3.m | High School Dropout Rate | All: 4.1%
African American: 8.2%
American Indian or Alaska Native: (N<11)
Asian: 2.8%
Filipino: 0.7%
Hispanic or Latino: 5.7%
Pacific Islander: 8.6%
White: 1.7%
Two or More Races: 2.7%
English Learners: 12.5%
Foster Youth: 36.8%
Homeless Youth: 11.3% | | | All: 2.7%
African American: 6.2%
American Indian or Alaska Native: (N<11)
Asian: 1.8%
Filipino: 0.7%
Hispanic or Latino: 3.7%
Pacific Islander: 6.6%
White: 1.2%
Two or More Races: 1.7%
English Learners: 9.5% | |

		Students with Disabilities: 9.1% Socioeconomically Disadvantaged: 5.3% (Source: DataQuest 2022/23)			Foster Youth: 33.8% Homeless Youth: 9.3% Students with Disabilities: 7.1% Socioeconomically Disadvantaged: 3.3%	
3.n	Career Technical Education (CTE) course sequence completion (seniors passed 3 or more courses)	72.4%			78%	
3.o	Cohort Graduates completing UC/CSU a-g and CTE sequence	All: 28.0% African American: 24.8% American Indian or Alaska Native: (N<11) Asian: 39.9% Filipino: 24.9% Hispanic or Latino: 23.0% Pacific Islander: 21.7% White: 33.4% Two or More Races: 27.8% English Learners: 17.6% Foster Youth: 16.7% Homeless Youth: 15.8% Students with Disabilities: 19.2% Socioeconomically Disadvantaged: 24.3%			All: 32.0% African American: 31% American Indian or Alaska Native: (N<11) Asian: 43% Filipino: 31% Hispanic or Latino: 29% Pacific Islander: 28% White: 36% Two or More Races: 34% English Learners: 27% Foster Youth: 26% Homeless Youth: 25% Students with Disabilities: 28%	

					Socioeconomically Disadvantaged: 30%	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Meaningful Diploma (School Experience)	By 2027, all high schools will offer meaningful diploma pathway options aligned to students' passions and interests. The diploma pathways will amplify student voice and allow students to explore courses of their choosing (i.e., Visual and Performing Arts (VAPA) courses, College, Career, and Technical Education (CCTE) courses, Advanced Placement (AP) courses, International Baccalaureate (IB) courses, College courses, Biliteracy courses, Military Leadership Science (JROTC) courses, Ethnic Studies courses, etc.) to be prepared for the day after high school	$55,456,105.00	Yes

| | | graduation.

1. All elementary, middle and high school students will participate in activities to increase self-awareness (i.e. interests, skills, personality styles) and explore college and career interest and opportunities. An online student portfolio will follow students through their educational journey.
2. All parents, students, and school staff will be able to access up-to-date information about student academic progress and track how students are doing in terms of graduating, completing certain course requirements, and getting ready for college or career.
3. All high schools will develop and use an articulation online tool for students, families and staff to map out courses that not only match students' interest and passions but also courses needed to graduate.
4. Informational sessions will be held, both in-person and online, to support students and families in staying updated on students' progress and future plans.
   - These sessions will occur quarterly and within each cluster.
   - Sessions will focus on ensuring access and understanding of the online portfolio and how to support their students in their education journey, and navigating opportunities that match student interest and passions.

Equity Driver: Ensure spotlight students, English learners and students with disabilities can explore their interests and areas of strength through coursework with more flexibility. Schedules will be built with priority placement for spotlight students, English learners and students with disabilities, considering their interests and passions.

This action will be measured by metric 3.a (Graduation Rate), 3.j (Advanced Placement Participation), 3.k (Advanced Placement Pass Rate) | | |
|---|---|---|---|---|
| **3.1.a** | Meaningful Diploma (school experience) | The district will work directly with schools who have a red indicator on the California Dashboard for graduation rate with an intentional focus on Students with Disabilities to ensure students not only have access but are successful in courses aligned to their interests and passion and that lead to a high school diploma by: | $22,487,011.00 | No |

		1. Communicating and educating students and families about high school courses, diploma and certificate pathways, and graduation 2. Reviewing of student transcripts 3. Ensuring proper placement into a-g courses 4. Providing support and interventions (i.e., tutoring, credit recovery, etc.). This action will be measured by metric 3.a (Graduation Rate Student Groups)		
3.2	Future Ready (academic performance)	By 2027, all high school students will be graduate college and career prepared. If we increase college and career preparedness through A-G completion, Early College Credits completion and CCTE Pathway completion then we will have more students graduate and be prepared for success the day after high school. 1. All middle and high schools will decrease the percentage of Ds and Fs earned during the academic year and increase the overall grade point average (GPA) for students. a. Increase the spotlight student cohorts' completion of a-g course requirements with a grade of C or higher 2. All middle and high schools will continue to offer and expand full-time independent study program options within Online Learning and expand high school dual enrollment into online courses for both getting back on track for graduation for recovering credits and taking first time credit for graduation. 3. All high schools will continue to offer extended day sessions (after school classes) and access to summer school for all students to get back on track for graduation by recovering credits and taking first time credit for graduation. 4. Increase the number of high school students taking and passing two or more semesters of college courses with a grade of 'C' or higher, by the time they graduate from high school. a. Increase the number of high school spotlight students taking and passing two or more semesters of college courses with a 'C' or higher by the time they graduate from high school.	$42,731,956.00	Yes

| | | 5. Increase the number of high school students completing a CCTE pathway with a grade of C or higher in the capstone course by Spring 2027.
a.Increase the number of spotlight students completing a CCTE pathway course with a grade of C or higher in the capstone course.

6. Informational sessions will be held, both in-person and online, to support students and families with not only awareness but the importance and significance of taking college courses, CCTE pathway courses, and remediating courses.
• Sessions will occur quarterly and within each cluster.
• Sessions will focus on ensuring understanding of the importance and significance of grade point averages (GPAs) and the importance of remediating a D or F grade, taking college courses and CCTE pathway courses.

Equity Driver: Focus on culture and climate and it's impact on activities; focus on mindsets, attitudes and behaviors, in particular for spotlight students, English learners and students with disabilities.

This action will be measured by metrics 3.b (CCI Indicator), 3.c (D&F rate), 3.d (spotlight student a-g completion rate), 3.e (spotlight student CTE pathway), 3.f (spotlight student 2 or more community college) 3.k (UC a-g) | | |
| **3.2.a** | Future Ready (academic performance) | Schools with a "Very Low" CCI indicator as determined by the California state dashboard will increase student enrollment and the completion of courses in CCTE pathway courses and community college courses. Identified schools will intentionally increase enrollment and success of our spotlight and unduplicated students' in CCTE pathway completion and community college courses.

This action will be measured by metrics 3.b (CCI Indicator) | $2,249,748.00 | No |

| 3.3 | Belonging and Connectedness (school experience) | By 2027, all middle and high school students will have a meaningful school experience whereby students feel a sense of belonging and connectedness to their school community. The experiences provided will help students feel more connected to the school, leading to better grades and more students graduating.

1. The Office of Graduation: Student Activities and the Equity and Belonging department will team up with the Council of ASB Presidents to get more students involved in school activities like clubs, sports events, dances, community service, internships and more.
a. Increase the number of spotlight students participating in school activities.

2. An electronic survey will be designed and administered to high school student athletes at the end of each season for every sport to assess how students feel about the season and how they feel the role sports play in their grades, attendance and connection to their school and their school community.
a. Increase the number of spotlight students participating in high school athletics.

3. Multiple communication systems will be developed so students and families can receive information from the district directly (i.e. graduation requirements, scholarship opportunities, surveys, etc.).

4. Increase middle school athletics participation to foster the connection between middle and high school. This connection will help students do better in middle school and attend school more often.
a. Increase the number of spotlight students participating in high school athletics.

5. Family training sessions (in-person and virtually) will occur to ensure understanding of the importance and significance of the grade point average (GPA) not only for athletic eligibility but for a students' future.
• Sessions will occur quarterly and within each cluster.
• Sessions will focus on ensuring understanding of the importance and significance of grade point averages (GPAs) and the importance of participating in extracurricular activities that exist within the cluster. | $17,964,354.00 | Yes |

| | | Equity Driver: Focus on yearly growth for spotlight students, English language learners and students with disabilities.

This action will be measured by metrics, 3.a (Grad Rate) 3.g (Attendance (Middle & High)), 3.h (Early Assessment Program), 3.i (Middle School Dropout), 3.l (UC a-g), 3.m (High School Dropout) | | |

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Providing Targeted Support for State Designated Schools	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

INPUTS
If we commit to providing targeted equity strategies and support for our students furthest from educational justice, we will ensure equity, belonging, and thriving for our most marginalized youth.

OUTCOME
This goal will increase the identified student outcomes through: increased student attendance, increased academic performance and decrease in exclusionary responses to behavior.

SPOTLIGHT INTENTIONALITY
There will be an intentional focus on our students furthest from educational justice who are most often defined as our students with disabilities, multilingual learners, socioeconomic disadvantaged, homeless, foster, black, Latinx, and native american youth. We are committed to fostering safe, inclusive, and culturally-affirming environments that support the social-emotional and academic growth for these marginalized youth.

EDUCATIONAL PARTNER ENGAGEMENT
Starting in the 22-23 school year, educational partner quarterly meetings were held to provide input and feedback on the identified strategies included within the Significant Disproportionality Comprehensive Coordinated Early Intervening Services draft plan. Once the plan was approved by the State, implementation of the strategies began at each focus school site for the 23-24 school year. Ongoing quarterly reports to monitor impact of selected strategies by each school site were provided to both the California Department of Education and San Diego Unified Board of Education. Refinements to strategies and services were made throughout the process based on administrator, educator, and student or parent feedback. Strategies 1a, 1b, 1c, and 1d listed in the Action item below were part of the Significant Disproportionality Comprehensive Coordinated Early Intervening Services plan and proved to be the highest impact strategies used by the focus school sites. During the 23-24, Equity Team cohorts were launched in partnership with our school site administrators, educators, classified staff, and parents. Each Equity Team who participated in the 23-24 cohort identified an equity issue and participated in an in-depth, comprehensive data dive to address the needs of their students and community. A second cohort of Equity Teams will launch for the 24-25 school year.

STATE REQUIRED METRICS
Within the goal of the equity multiplier, the state has identified schools, student groups, or student groups within schools who have high rates of fluctuation for average daily attendance (ADA). Action 4.1 addresses this area through intentional focus. The LCFF Equity Multiplier (Equity Multiplier) is a new funding program commencing with the 2023-24 school year. Schools are eligible for Equity Multiplier funding based on their non-stability rate and percentage of socioeconomically disadvantaged students, as shown in California Department of Education's Stability Rate Data Report. San Diego Unified Schools identified are, ALBA, Garfield High, Kearny College, Kearny Digital Media & Design, Kearny School of Biomedical Science & Technology, Riley/New Dawn, TRACE, Twain High, Washington Elementary, Whittier K12.

San Diego Unified will focus its attention on Students with Disabilities as the lowest performing student group within each of the 10 identified schools. Strategies, the below data, and funding are intended to move progress for students with disabilities, in the areas of Chronic Absenteeism, Math, Graduation, and Suspension.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.a	Chronic Absenteeism - Students with Disabilities	ALBA: 79% RILEY/New Dawn: 64% Whittier: 48%			ALBA: 20% RILEY/New Dawn: 20% Whittier: 20%	
4.b	Math Distance From Standard (DFS) - Students with Disabilities	Kearny Digital Media & Design: -138.1 Kearny Biomedical Science & Technology: -173.4 Twain: -300.8			Kearny Digital Media & Design: -111.1 Kearny Biomedical Science & Technology: -146.4	

					Twain: -273.8	
4.c	Graduation - Students with Disabilities	Kearny College Connections: 57.1% Garfield High: 46.9% TRACE: 0%			Kearny College Connections: 66% Garfield High: 56% TRACE: 5%	
4.d	Suspension - Students with Disabilities	Washington Elementary: 11.5%			Washington Elementary: 8.5%	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing

| 4.1 | Resources for Equity Multiplier Sites | Each year, schools who receive Equity Multiplier funds from the State will use those funds to provide resources for their identified students who are furthest away from educational justice, with a specific focus on students with disabilities. These resources to improve may include, but are not limited to:

1. Participation in the MTSS Collaborative
2. Equity Team development, implementation and coaching
3. Student mentorship programs
4. Improving Chronic Absence
5. Alignment of Restorative Discipline Practices with school policies and procedures
6. Mental health and behavioral supports
7. Improvement in academic outcomes including ELA, Math, CCI, Graduation
8. Ongoing engagement with Site Administrators and their communities
a. Parent engagement workshops and events

This action will be measured through metrics 4.a (Chronic Absenteeism), 4.b (Math DFS), 4.c (Graduation), 4.d (Suspension). | $3,379,932.00 | No |

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$150,513,617.00	$7,476,770.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
15.140%	0.000%	$$0.00	15.140%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Educating Our Educators Through an Equitable and Inclusionary Lens **Need:** This action is principally directed towards and effective in meeting the needs of our unduplicated populations (Multilingual	Diversity, Equity and Inclusion equity practitioners embody Liberatory Design and Socially Conscious Leadership to support the thorough investigation of social inequity and systems of oppression. Thoughtful interrogation and disruption of both internal and external systems of inequity allows the Equity Collective to identify harmful structures	1.b, 1.d, 1.f, 1.h

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Learners, Foster Youth, Socioeconomically Disadvantaged). The need for diversity, equity and inclusion training will increase collaboration across discipline and departments, the Equity Collective commits to the dismantling of inequitable social structures and the creation of an educational system that practices radical love, equity, and inclusion. Inequitable social structures are significant barriers for these specific student groups. Data has shown the unduplicated student groups are disproportionality impacted by suspensions and expulsions. This action is being provided LEA-wide as a district support to all school sites based on the unique need of their site as indicated by their SPSA. **Scope:** LEA-wide	and address the mindsets that perpetuate bias so that we may dream and design systems and structures that equitably and responsively serve our community. The TEACH-LEAD pipeline at SDUSD will aid in hiring diverse educators who are representative of the students they serve. Hiring panels will receive anti-bias training to ensure selected candidates are culturally, ethnically, and socioeconomically diverse group who can relate to the life experiences of their students. Restorative Justice Practices in conjunction with the Youth Advocacy and Ethnic Studies department will support capacity building with site based equity teams to support eliminating the disproportionality of suspensions and expulsions amongst students most at-risk through the anti-bias, anti-racism (ABAR) training. The ABAR work will interrupt and confront behaviors and systems that create unsafe classrooms and work environments for marginalized students and staff.	
1.2	**Action:** Social-Emotional Learning **Need:** This action is principally directed towards and effective in meeting the needs of our unduplicated populations (Multilingual Learners, Foster Youth, Socioeconomically Disadvantaged). This is critically important and principally directed toward and effective in meeting the district's goals for unduplicated	Mental Health, Counseling, and Psychological services support teaching and learning by ensuring all students are successfully progressing in their academics by implementation of comprehensive school counseling practices. These services develop life skills through the acquisition of academic, career, and personal/social competencies, which will prepare them for meaningful participation in a diverse, changing world. This is critically important and principally directed toward and effective in meeting	1.a, 1.b, 1.c, 1.d, 1.e, 1.g, 1.h

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students by providing access to resources and services and ensuring continuous education without disruption through social emotional wraparound services. At the elementary level counselors focus on Analyzing data for students with report cards with scores of 1-2, student out of classroom referrals, chronic absenteeism and student grades and SEL development. This data allows schools to identify and contact targeted families to ensure students in these targeted groups are receiving appropriate services and resources. This action is being provided LEA-wide as a district support to all school sites based on the unique need of their site as indicated by their SPSA. **Scope:** LEA-wide	the district's goals for unduplicated students by providing access to resources and services and ensuring continuous education without disruption. These services create a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk. The work of counselors supports the varying needs of unduplicated students that may be wide ranging and beyond the educational realm.	
1.2.a	**Action:** Social-Emotional Learning - Suspension/Expulsion **Need:** Disproportionate Suspension and Expulsion **Scope:** LEA-wide	Restorative Justice Practices (RJP), Placement and Appeals, and Behavior Support Services are geared toward the principal benefit of unduplicated students by cultivating a healthy and safe learning environment. Many unduplicated students have experienced trauma in their lives, sometimes making it difficult to build trusting healthy relationships. This work cultivates community on campuses with a focus on building strong relationships between students and district employees. Students are held accountable for their actions while giving them a high level of	1.a, 1.c, 1.e, 1.f

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		support to create a campus culture of learning and safety for all school community members. By using restorative techniques, students and teachers can share positive and challenging personal stories about their school experience which, in turn, helps build empathy and stronger relationships. Based on stories shared, students and teachers can support each other and there is a natural desire to create conditions for everyone to feel connected. RJP helps all students, especially unduplicated students, through empowerment by giving them the skills to use proactive and responsive communication tools that nurture a positive school climate and address conflict by honoring the voice of all stakeholders in a way that is safe, respectful, equitable, and ensures.	
2.2	**Action:** Universal Support for All (Tier 1) **Need:** This action is principally directed towards and effective in meeting the needs of our unduplicated populations (Multilingual Learners, Foster Youth, Socioeconomically Disadvantaged). Data from the CAASPP as indicated in metrics 2.a and 2.b show disproportionate assessment outcomes amongst our most vulnerable learners. **Scope:** LEA-wide	Additional funding is principally directed toward unduplicated students at SDUSD priority schools who have a high population of socioeconomically disadvantaged, and Children Youth in Transition (foster youth/experiencing homeless) by providing services to provide additional support to meet academic success. Additional teachers are principally directed toward and effective in meeting the district's goals for unduplicated students by allowing for more focus on classroom preparation and planning, identification and support of high risk students creating a wraparound service environment.	2.a, 2.b, 2.e
2.2.a	**Action:** Universal Support for Multilingual Learners (Tier 1)	The Multilingual Education Department will provide professional development specific to the implementation of Spanish Language Arts (SLA) Curriculum in Benchmark - Adelante for dual	2.d

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Multilingual Learner Support **Scope:** LEA-wide	Language programs using for grades TK-5, Language Launch for grades 6-8 to address the needs of Long Term English Learners. The professional development will support educators to: implementation of the Spanish Language Development (SLD) Standards and World Language Standards, strengthen structures including program goals and language allocation plan, and implement effective instructional practices include active engagement in language production, literacy in both languages, as well as affirming cultural diversity with efforts to equalize the status of minority languages. Ensure the promotion of positive relationships and recognize and build on the funds of knowledge students bring through culture, language and identity.	
2.2.b	**Action:** Universal Support for Early Learners (TK-2) **Need:** This action is principally directed towards and effective in meeting the needs of our unduplicated populations (Multilingual Learners, Foster Youth, Socioeconomically Disadvantaged). Studies have shown that early investments in education improve outcomes for most marginalized students. The wraparound Care and Equitable early learning opportunities will be focused on supporting our socioeconomically disadvantaged communities. **Scope:**	With the expansion of the Universal Transitional Kindergarten (UTK), unduplicated students and families have greater access, awareness, opportunities for engagement, resources, and high-quality programming to meet their needs. UTK has the added benefit specifically for low-income families with young children to participate in the workforce. In addition, children of low-income families that participated in an early learning program are more likely to enroll in honors courses, experience higher levels of graduation rates, apply to college, have improved employment outcomes, and access to before and after school care. Universal access also limits the number of student transitions by conveniently attending a program located at a school, specifically through their school of residence and/or through the CHOICE process. Implementation of UTK also has improved	Establishing Baseline Data in the Heggerty and Math Assessments

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide	systems for teacher training, inclusive opportunities, and early intervention services.	
2.3	**Action:** Chronic Absenteeism **Need:** This action is principally directed towards and effective in meeting the needs of our unduplicated populations (Multilingual Learners, Foster Youth, Socioeconomically Disadvantaged). As indicated by metric 2.f, our most marginalized learners are directly impacted by the effects chronic absenteeism. **Scope:** LEA-wide	Family Services are principally directed toward meeting the needs of unduplicated students by bridging the relationship between student, family, community, and school through eliminating any potential communication or engagement roadblocks that may impact attendance. For instance, services may include meals, transportation, and/or child care services for school meetings or events. The district also develops and provides training for families to build understanding and alignment of processes and organizational conditions. Nursing and Wellness is principally directed toward the benefit of unduplicated students by providing access to a variety of essential health and wellness services, creating an environment of wraparound care for students, especially high-risk and the neediest student populations. Given the pervasive effects of trauma on health, Nursing and Wellness embraces the school community in the practice of Trauma Informed Care, Mindfulness, Restorative Practices and the use of evidence based research to achieve safety, health and well-being. The Nursing and wellness department will ensure students have access to a medical home, immunizations, and health education. Neighborhood Schools and Enrollment Options (NSEO) is geared toward the principal benefit of unduplicated students by addressing equity and access for all students to schools across the district. The department supports the district's	2.f

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		integration goal in effort to create schools that are balanced and adequately represent the socio-economic demographic of the City at large. Transportation services principally benefit low-income students through the District's Choice Enrollment Program which is supported by Voluntary Enrollment Exchange Program (VEEP) and geared toward providing transportation resources to low-income students. Children and Youth in Transition supports the continuity of education of students in transition including Foster Youth (FY), homeless students, military dependents, and refugees. The program's goal is to ensure that students receive a quality education during school transitions by providing access to resources like bus tokens, food, shelters and emergency housing, and other needed services.	
2.5	**Action:** Community Schools **Need:** This action is principally directed towards and effective in meeting the needs of our unduplicated populations (Multilingual Learners, Foster Youth, Socioeconomically Disadvantaged). Data from the CAASPP as indicated in metrics 2.a and 2.b show disproportionate assessment outcomes amongst our most vulnerable learners who are receiving the wraparound services through the community schools model. Targeted outreach to school communities (students, families, community partners, and	Community Schools will be in high-need areas to provide whole child services and universal support to families. These centers will be available to the community based on local needs and with community organizations. The support will ensure families in high-need areas have the tools and support to contribute to their child's success. This support is principally directed for the neediest students because the community centers will be placed in high-need areas available to families who otherwise might not have access to these resources.	2.a, 2.b, 2.e

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	staff) with 80% or more of their student population qualifying for free/reduced lunch services to encourage participation in Community Schools initiative. **Scope:** Schoolwide		
2.6	**Action:** Targeted Intervention Support **Need:** Individual needs identified by sites within the SPSAs This is a per site allocation that is provided to all schools LEA-wide based on their unduplicated students to provide additional support based on the unique need of their site as indicated by their SPSA. **Scope:** LEA-wide	Due to the extreme and varying demographic within the City of San Diego and across the district, each school has unique needs based on student population. To supplement districtwide strategies, intervention funds are allocated to schools to assist in addressing specific needs in relation to and for the principal benefit of unduplicated students. The board has approved three categories for use: classroom support, intervention support and professional development.	Individual Site SPSAs, 2.g
3.1	**Action:** Meaningful Diploma (School Experience) **Need:** This action is principally directed towards and effective in meeting the needs of our unduplicated populations (Multilingual Learners, Foster Youth, Socioeconomically Disadvantaged). Through metrics 3.a, 3.j, 3.k, our most most marginalized learners have a	The district is committed to providing students with opportunity, access and exposure to arts education. Additional resources for Visual and Performing Arts (VAPA) (i.e. staffing, instruments and uniforms) in education is principally directed toward unduplicated students who would otherwise not receive similar services outside of the classroom. VAPA promotes artistic literacy, innovation, creativity, and excellence by providing high quality, sequential, TK-12 arts experience for	3.a, 3.j, 3.k

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	direct need for greater opportunity, access, and exposure to these services. **Scope:** LEA-wide	students. Arts education promotes self-directed learning, improves school attendance and sharpens critical and creative skills. Program allocations support Advanced Placement (AP), and International Baccalaureate (IB). Additional resources are allocated to support the programs and are for the principal benefit of unduplicated students by creating equitable access and opportunity to advanced education and global platforms. The district continues to bring equity to Advanced Placement (AP) and International Baccalaureate (IB) courses ensuring unduplicated students have access and support districtwide by creating advanced education and global platforms for disadvantaged students and improving graduation rates. By monitoring enrollment in advanced studies pathways and setting site-based goals for enrollment the District will improve the representations of all student groups in advanced study courses. Furthermore, monitoring student success in these courses will provide opportunities to provide additional support when needed to ensure students enroll and succeed in advanced studies pathways. Ethnic Studies curriculum will provide the learning to improve student grades, attendance, and engagement with the school for all students. This coherent system of professional learning for ethnic studies will support teacher growth and development as they work to implement ethnic studies courses that will lead to higher graduation rates, increased attendance, and engagement with school for all students.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.2	**Action:** Future Ready (academic performance) **Need:** This action is principally directed towards and effective in meeting the needs of our unduplicated populations (Multilingual Learners, Foster Youth, Socioeconomically Disadvantaged). Through a focus on culture and climate and it's impact on activities; focus on mindsets, attitudes and behaviors, in particular for spotlight students, English learners and students with disabilities, there is a need to increase a-g completion rate, CTE pathway completers, access to community college courses, and decreasing D&F rates as measured by metrics 3.b, 3.c, 3.d, 3.e, 3.f, 3.k. **Scope:** LEA-wide	College, Career and Technical Education (CCTE) provides high quality, college and career-themed programs that enrich and engage students with state-of-the-art, dynamic and challenging courses. These courses integrate core standards and industry competencies with real-world applications that prepare students for success. These programs serve as pathways to strengthen k-12 program alignment. The CCTE program is principally directed toward meeting the needs of unduplicated students as it offers accelerated and flexible learning modalities; as well as a variety of non-traditional educational platforms to keep the neediest students engaged and on a path to success whether that path is post-secondary education, or career development. CCTE provides the necessary skills, exposure, and opportunities for all students to move forward beyond post-secondary which is especially important for high-risk students.	3.b, 3.c, 3.d, 3.e, 3.f, 3.k
3.3	**Action:** Belonging and Connectedness (school experience) **Need:** This action is principally directed towards and effective in meeting the needs of our unduplicated populations (Multilingual Learners, Foster Youth, Socioeconomically Disadvantaged). Ensuring our most marginalized students have additional non-instructional support and motivation within the	Most secondary schools (Middle and High) will have an inclusive athletics program with options to expand sports and teams to facilitate student engagement. Research shows that students who participate in school sports show increases in both attendance and academic performance coupled with the increased health and wellness benefits as well as enhanced social and emotional development. The Youth Advocacy Team provides a student-centered core focus that is principally directed	3.a, 3.g, 3.h, 3.i, 3.l, 3.m

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	school environment to help them succeed is a need as evidenced by metrics 3.a, 3.g, and 3.m. This action is being provided LEA-wide as there is a need to support throughout the entire district through inclusive athletics, clubs, and the district's youth advocacy team. **Scope:** LEA-wide	toward meeting the needs of unduplicated students by ensuring that all schools are safe and inclusive environments for all students to thrive, with emphasis on vulnerable and at-risk students, including LGBTQIA, students with disabilities, English Learners (EL), students of color and students who may be targets of bullying motivated by either an actual or perceived attribute. Translation services are principally geared toward the needs of unduplicated students. This targeted service is specifically to support English Learner (EL) students, families, and communities through communication and engagement.	

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

San Diego Unified School District is committed to allocating the additional concentration grant funding with an equity-based focus to ensure the intended use of funds are supporting our schools with the highest needs with a high concentration of foster youth, English learners, and socioeconomically disadvantaged students. With the current financial state of the district these funds are expected to be used to maintain increased staffing levels at our highest needs schools. The Additional Concentration Grant Funding is aligned with LCAP Action 2.2

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Districtwide - 41.36:1 Elementary - 36.98:1 Middle - 42.37:1 High - 53.32:1	Districtwide - 26.03:1 Elementary - 24.31:1 Middle - 28.81:1 High - 27.84:1
Staff-to-student ratio of certificated staff providing direct services to students	Districtwide - 18.19:1 Elementary - 17.06:1 Middle - 20.40:1 High - 19.14:1	Districtwide - 15.20:1 Elementary - 14.17:1 Middle - 16.32:1 High - 16.49:1

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	994,139,013.00	150,513,617.00	15.140%	0.000%	15.140%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	$185,535,669.00	$214,599,187.00	$12,429,441.00	$51,543,077.00	$464,107,374.00	$337,756,524.00	$126,350,850.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
This table was automatically populated from this LCAP.																
1	1.1	Educating Our Educators Through an Equitable and Inclusionary Lens	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$7,482,496.00	$1,292,422.00	$3,360,343.00	$4,052,549.00		$1,362,026.00	$8,774,918.00
1	1.2	Social-Emotional Learning	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$50,943,229.00	$4,047,046.00	$25,808,441.00	$15,832,708.00	$9,903,837.00	$3,445,289.00	$54,990,275.00
1	1.2.a	Social-Emotional Learning - Suspension/Expulsion	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: See Addendum		$12,409,452.00	$381,784.00	$241,502.00	$11,823,478.00		$726,256.00	$12,791,236.00
2	2.1	Professional Learning Communities (PLC)	All		No					$4,502,690.00	$1,788,437.00	$3,738,202.00	$793,250.00		$1,759,675.00	$6,291,127.00
2	2.2	Universal Support for All (Tier 1)	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$35,018,346.00	$3,263,322.00	$25,665,175.00	$8,173,423.00	$221,364.00	$4,221,706.00	$38,281,668.00
2	2.2.a	Universal Support for Multilingual Learners (Tier 1)	English	Learners	Yes	LEA-wide	English Learners	All Schools Specific Schools: See Addendum		$18,608,063.00	$1,946,295.00	$17,578,076.00	$809,000.00		$2,167,282.00	$20,554,358.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.2.b	Universal Support for Early Learners (TK-2)	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All Elementary Schools		$29,441,540.00	$837,332.00	$4,099,567.00	$24,447,068.00		$1,732,237.00	$30,278,872.00
2	2.3	Chronic Absenteeism	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: See Addendum		$20,867,261.00	$67,549,947.00	$25,887,403.00	$58,721,917.00	$2,032,505.00	$1,775,383.00	$88,417,208.00
2	2.4	Standards Based Curriculum	All	No					$5,982,833.00	$7,032,906.00	$5,431,283.00	$5,508,630.00		$2,075,826.00	$13,015,739.00
2	2.4.a	Standards Based Curriculum -Math	See Addendum All	No					$1,081,093.00	$311,400.00	$1,010,141.00	$265,000.00		$117,352.00	$1,392,493.00
2	2.4.b	Standards Based Curriculum -ELA	See Addendum All	No					$3,344,250.00	$2,600,000.00		$5,944,250.00			$5,944,250.00
2	2.5	Community Schools	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ALBA, Bell, Crawford, Hoover, Lincoln, Millennial Tech, Morse, Sherman, Burbank, Carson, Carver, Chavez, Cherokee Point, Chesterton, Chollas-Mead, Encanto, Euclid, Fay, Hamilton, Hancock, Ibarra, Kimbrough, Lafayette,		$6,036,188.00	$147,709.00	$3,336,351.00	$2,847,546.00			$6,183,897.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
							Madison, Marshall, Mountain View, Rowan, Walker, Washington, Whitman								
2	2.6	Targeted Intervention Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$27,494,805.00	$5,427,422.00	$9,207,675.00			$23,714,552.00	$32,922,227.00
3	3.1	Meaningful Diploma (School Experience)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Secondary Schools		$51,956,385.00	$3,499,720.00	$20,415,096.00	$31,527,437.00		$3,513,572.00	$55,456,105.00
3	3.1.a	Meaningful Diploma (school experience)	See Addendum Students with Disabilities	No					$21,485,483.00	$1,001,528.00	$9,212,316.00	$13,274,695.00			$22,487,011.00
3	3.2	Future Ready (academic performance)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Secondary Schools		$29,065,018.00	$13,666,938.00	$16,385,723.00	$24,017,448.00	$271,735.00	$2,057,050.00	$42,731,956.00
3	3.2.a	Future Ready (academic performance)	All	No					$2,219,135.00	$30,613.00	$1,486,708.00			$763,040.00	$2,249,748.00
3	3.3	Belonging and Connectedness (school experience)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Secondary Schools		$6,438,325.00	$11,526,029.00	$12,671,667.00	$3,180,856.00		$2,111,831.00	$17,964,354.00
4	4.1	Resources for Equity Multiplier Sites	Students with Disabilities	No					$3,379,932.00	$0.00		$3,379,932.00			$3,379,932.00

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]		[AUTO-CALCULATED]
994,139,013.00	150,513,617.00	15.140%	0.000%	15.140%	$164,657,019.00	0.000%	16.563 %	**Total:**	$164,657,019.00
								LEA-wide Total:	$157,221,101.00
								Limited Total:	$0.00
								Schoolwide Total:	$7,435,918.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
This table is automatically generated and calculated from this LCAP.								
1	1.1	Educating Our Educators Through an Equitable and Inclusionary Lens	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,360,343.00	
1	1.2	Social-Emotional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,808,441.00	
1	1.2.a	Social-Emotional Learning - Suspension/Expulsion	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: See Addendum	$241,502.00	
2	2.2	Universal Support for All (Tier 1)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,665,175.00	
2	2.2.a	Universal Support for Multilingual Learners (Tier 1)	Yes	LEA-wide	English Learners	All Schools Specific Schools: See Addendum	$17,578,076.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2.b	Universal Support for Early Learners (TK-2)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All Elementary Schools	$4,099,567.00	
2	2.3	Chronic Absenteeism	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: See Addendum	$25,887,403.00	
2	2.5	Community Schools	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: ALBA, Bell, Crawford, Hoover, Lincoln, Millennial Tech, Morse, Sherman, Burbank, Carson, Carver, Chavez, Cherokee Point, Chesterton, Chollas-Mead, Encanto, Euclid, Fay, Hamilton, Hancock, Ibarra, Kimbrough, Lafayette, Madison, Marshall, Mountain View, Rowan, Walker, Washington, Whitman	$3,336,351.00	
2	2.6	Targeted Intervention Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,207,675.00	
3	3.1	Meaningful Diploma (School Experience)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Secondary Schools	$20,415,096.00	
3	3.2	Future Ready (academic performance)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Secondary Schools	$16,385,723.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.3	Belonging and Connectedness (school experience)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Secondary Schools	$12,671,667.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$696,800,335.00	$697,077,030.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1.a.	Ensure Inclusive School Environments- by creating and establishing Positive Behavior & Intervention Systems at every school	Yes	$3,987,218.00	$4,458,119.00
1	1.1.b.	Ensure Inclusive School Environments- by building stronger classroom communities	No	$385,268.00	$414,711.00
1	1.1.c.	Ensure Inclusive School Environments- by fostering a sense of belonging and decreasing chronic absenteeism	Yes	$3,640,318.00	$3,209,992.00
1	1.1.d	Ensure Inclusive School Environments- by developing caring and supportive schools that minimize barriers for our Children and Youth in Transition	Yes	$7,978,174.00	$8,217,947.00
1	1.1.e	Ensure Inclusive School Environments- by developing caring and supportive schools	Yes	$1,008,281.00	$905,359.00
1	1.1.f.	Ensure Inclusive School Environments- by continuing District-Wide plan for designation of schools as No Place for Hate	No	$60,000.00	$5,000.00
1	1.2.a.	Implement Restorative, Anti-Bias & Anti-Racism Policies and Practices- by fostering adult foundational competencies	Yes	$937,660.00	$854,262.00
1	1.2.b.	Implement Restorative, Anti-Bias & Anti-Racism Policies and Practices-	Yes	$2,475,748.00	$2,780,890.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
		through districtwide integration of the Restorative Discipline Policy			
1	1.2.c.	Implement Restorative, Anti-Bias & Anti-Racism Policies and Practices- by disrupting discriminatory grading practices	No	$0.00	$0.00
1	1.3.a	Ensuring Students are Successfully Progressing in their Academics- by implementation of Comprehensive School Counseling Practices	Yes	$14,090,375.00	$15,150,921.00
1	1.3.b.	Ensuring Students are Successfully Progressing in their Academics- by implementation of Comprehensive School Counseling Practices	No	$19,078,493.00	$23,311,354.00
1	1.4.a.	Expand Wellness Services/Opportunities for Children, Youth & Adults by- enhancing Counseling & Mental Health supports for students	Yes	$29,407,248.00	$30,970,925.00
1	1.4.b.	Expand Wellness Services/Opportunities for Children & Youth by- providing physical health services for children and youth	Yes	$22,934,000.00	$22,387,006.00
1	1.4.c.	Expand Wellness Services/Opportunities for Children & Youth by- incorporating wellness practices in classrooms/schools for all students	No	$23,405,072.00	$27,195,490.00
1	1.4.d.	Expand Wellness Services/Opportunities for Children, Youth & Adults by- continuing implementation of Healthy Schools and an integrated school wellness model	Yes	$2,517,728.00	$2,635,874.00
1	1.4.e.	Expand Wellness Services/Opportunities for Adults by- ensuring Adult Wellbeing	No	$0.00	$0.00
1	1.4.f.	Expand Wellness Services/Opportunities for Children,	Yes	$18,522,394.00	$16,368,271.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
		Youth & Adults by- establishing Community Schools			
2	2.1.a.	College, Career, and Civic/Global Life Readiness: Development of Learner Profile	No	$250,247.00	$268,921.00
2	2.1.b.	College, Career, and Civic/Global Life Readiness: Project Based Learning	Yes	$1,319,868.00	$1,171,264.00
2	2.1.c.	College, Career, and Civic/Global Life Readiness: Course Sequencing & Placement	No	$1,109,062.00	$749,150.00
2	2.1.d.	College, Career, and Civic/Global Life Readiness:	Yes	$34,018,028.00	$38,255,665.00
2	2.1.e.	College, Career, and Civic Life Readiness: Advanced Studies Pathways	Yes	$4,907,959.00	$4,289,593.00
2	2.2.a.	GVC: Cross-Content & Level Area Initiatives	No	$457,338.00	$480,236.00
2	2.2.b.	GVC: Enhanced Math Curriculum and Professional Development	No	$2,925,391.00	$2,427,867.00
2	2.2.L	Visual and Performing Arts (VAPA)	Yes	$14,142,056.00	$15,111,987.00
2	2.2.c.	GVC: Science Curriculum and Professional Development	No	$2,813,364.00	$1,558,211.00
2	2.2.d.	GVC: English Language Development Curriculum and Development Professional Learning	Yes	$2,209,610.00	$2,892,494.00
2	2.2.e.	GVC: ELA Curriculum	No	$3,655,998.00	$2,880,823.00
2	2.2.f.	GVC: History-Social Science and Professional Learning	No	$166,110.00	$165,060.00
2	2.2.g	GVC: Ethnic Studies and Professional Learning	Yes	$1,122,897.00	$224,550.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2.h	GVC: SPED Mod/Severe	No	$2,029,737.00	$1,972,308.00
2	2.2.i	GVC: Instructional Technology Integration	No	$0.00	$0.00
2	2.2.j	GVC: Computer Science Integration	No	$1,010,633.00	$1,191,049.00
2	2.2.k	GVC-Open Educational Resources	No	$5,237.00	$3,753.00
2	2.3.a	Standards-Based Reporting	No	$202,272.00	$296,107.00
2	2.3.b	Standards-Based Reporting - Refine Critical Concepts	No	$758,521.00	$864,750.00
2	2.3.c	Standards-Based Reporting - Electronic Scoring / Reporting System	No	$1,083,622.00	$1,398,788.00
2	2.3.d	Standards-Based Reporting - Public Outreach	No	$156,749.00	$144,748.00
3	3.1	ELA Professional Learning - Literacy Acceleration Plan	No	$6,970,996.00	$5,863,635.00
3	3.2.a	Expanded Learning Opportunities	Yes	$31,621,337.00	$31,265,371.00
3	3.2.b	Expanded Learning Opportunities: Level Up SD	Yes	$57,618,314.00	$56,864,435.00
3	3.2.c	Expanded Learning Opportunities - Learning Acceleration Extended Day classes and Tutoring	Yes	$30,530,448.00	$28,772,298.00
3	3.3	Additional Support	Yes	$24,668,078.00	$24,205,768.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.4	Early Learning Programs	No	$58,340,921.00	$67,047,733.00
3	3.5	Supplemental School Allocations for Multiple Levels of Support - English Learners, Foster Youth, Low Income	Yes	$31,025,109.00	$26,156,597.00
4	4.1	TEACH- LEAD San Diego: Pipelines for Educator and Leadership Development	Yes	$5,835,311.00	$5,661,864.00
4	4.2	School Leader Professional Growth and Development	Yes	$4,154,234.00	$4,360,235.00
4	4.3	Educator, Effectiveness and Empowerment (E3) - Teacher Growth and Development	No	$5,030,757.00	$4,301,098.00
4	4.4	Increasing Diversity and Affirming Staff Identity: Equity Training	Yes	$1,874,563.00	$2,277,073.00
4	4.5.a	Building Leadership Content Expertise: San Diego Enhanced Mathematics (SDEM)	No	$1,122,190.00	$813,393.00
4	4.5.b	Building Leadership Content Expertise: Literacy Acceleration Plan	No	$735,569.00	$452,972.00
4	4.6.a	Effective Teaching in Every Classroom & Monitoring Learning - MTSS	No	$13,537,366.00	$12,154,720.00
4	4.6.b	Effective Teaching in Every Classroom & Monitoring Learning - Mitigating Learning Loss through Acceleration	No	$7,406,983.00	$5,752,656.00
4	4.6.c	Effective Teaching in Every Classroom & Monitoring Learning - QLIs & QTPs	No	$1,458,338.00	$1,320,902.00
4	4.6.d	Effective Teaching in Every Classroom & Monitoring Learning- Ethnic Studies Pedagogy	No	$3,101,999.00	$2,019,416.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.6.e	Effective Teaching in Every Classroom & Monitoring Learning - - Culturally Responsive Practices		$0.00	$0.00
4	4.6.f	4.6.f Effective Teaching in Every Classroom & Monitoring Learning - Instructional Support for English Learners	Yes	$9,623,314.00	$9,265,415.00
4	4.6.g	Effective Teaching in Every Classroom & Monitoring Learning: Additional Supports for Students Receiving Special Education Services	Yes	$22,495,230.00	$23,079,258.00
4	4.6.h	Effective Teaching in Every Classroom & Monitoring Learning - Personalized learning through the District Wide 1:1 Initiative	No	$1,706,222.00	$2,435,218.00
4	4.6.i	Effective Teaching in Every Classroom & Monitoring Learning-- Formative Assessments	No	$1,437,295.00	$1,176,862.00
4	4.7	Effective Teaching in Every Classroom & Monitoring Learning: Highly Qualified Educators (Rate of Misassignment)	No	$751,335.00	$820,072.00
4	4.8	Effective Support Staff- Growth and Development	No	$4,165,179.00	$3,931,010.00
4	4.9	Effective Support Staff- Professional Learning/ Training	No	$181,486.00	$171,843.00
5	5.1	Strengthen Connections & Relationships to Engage Families	Yes	$1,638,607.00	$1,151,790.00
5	5.2	Shared Leadership & Elevate Family & Community Voice	No	$2,156,302.00	$1,791,201.00
5	5.3	Engage Families as Partners to Accelerate Student Learning	Yes	$418,425.00	$757,488.00
6	6.1.a	Communication	No	$2,712,615.00	$1,821,573.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
6	6.1.b	Communication - Enrollment Options	Yes	$1,898,065.00	$1,648,610.00
6	6.1.c	Communication - Multiple Engagement Opportunities	No	$1,562,602.00	$1,850,125.00
6	6.1.d	Communication- Translation Services	Yes	$2,992,398.00	$2,664,136.00
6	6.2.a	Creating Learning Environments Worthy of Our Students: Learning Materials and Resources	No	$17,455,753.00	$16,797,983.00
6	6.2.b	Creating Learning Environments Worthy of Our Students: Well-Maintained Schools and Facilities	No	$21,588,885.00	$21,796,089.00
6	6.3.a	Creating Learning Environments Worthy of Our Students: Nutrition	No	$83,252,384.00	$80,800,721.00
6	6.3.b	Creating Learning Environments Worthy of Our Students: Transportation	Yes	$10,959,049.00	$10,614,025.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$149,532,188.00	$169,566,869.00	$155,046,771.00	$14,520,098.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1.a.	Ensure Inclusive School Environments- by creating and establishing Positive Behavior & Intervention Systems at every school	Yes	$3,306,440.00	$3,560,186.00		
1	1.1.c.	Ensure Inclusive School Environments- by fostering a sense of belonging and decreasing chronic absenteeism	Yes	$1,743,033.00	$1,600,375.00		
1	1.1.d	Ensure Inclusive School Environments- by developing caring and supportive schools that minimize barriers for our Children and Youth in Transition	Yes	$2,633,849.00	$1,570,892.00		
1	1.1.e	Ensure Inclusive School Environments- by developing caring and supportive schools	Yes	$690,343.00	$531,736.00		
1	1.2.a.	Implement Restorative, Anti-Bias & Anti-Racism Policies and Practices- by fostering adult foundational competencies	Yes	$837,660.00	$661,443.00		
1	1.2.b.	Implement Restorative, Anti-Bias & Anti-Racism Policies	Yes	$1,968,852.00	$2,126,396.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		and Practices- through districtwide integration of the Restorative Discipline Policy					
1	1.3.a	Ensuring Students are Successfully Progressing in their Academics- by implementation of Comprehensive School Counseling Practices	Yes	$12,000,957.00	$4,916,655.00		
1	1.4.a.	Expand Wellness Services/Opportunities for Children, Youth & Adults by- enhancing Counseling & Mental Health supports for students	Yes	$10,670,865.00	$11,825,146.00		
1	1.4.b.	Expand Wellness Services/Opportunities for Children & Youth by- providing physical health services for children and youth	Yes	$10,141,966.00	$9,802,407.00		
1	1.4.d.	Expand Wellness Services/Opportunities for Children, Youth & Adults by- continuing implementation of Healthy Schools and an integrated school wellness model	Yes	$711,466.00	$725,497.00		
1	1.4.f.	Expand Wellness Services/Opportunities for Children, Youth & Adults by- establishing Community Schools	Yes	$13,950,309.00	$12,563,003.00		
2	2.1.b.	College, Career, and Civic/Global Life Readiness: Project Based Learning	Yes	$815,704.00	$770,694.00		
2	2.1.d.	College, Career, and Civic/Global Life Readiness:	Yes	$24,592,050.00	$25,470,881.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.1.e.	College, Career, and Civic Life Readiness: Advanced Studies Pathways	Yes	$3,765,313.00	$3,062,405.00		
2	2.2.L	Visual and Performing Arts (VAPA)	Yes	$6,327,544.00	$5,691,645.00		
2	2.2.d.	GVC: English Language Development Curriculum and Development Professional Learning	Yes	$659,008.00	$407,846.00		
2	2.2.g	GVC: Ethnic Studies and Professional Learning	Yes	$232,455.00	$224,550.00		
3	3.2.a	Expanded Learning Opportunities	Yes	$2,104,161.00	$2,319,205.00		
3	3.2.b	Expanded Learning Opportunities: Level Up SD	Yes	$258,238.00	$104,193.00		
3	3.2.c	Expanded Learning Opportunities - Learning Acceleration Extended Day classes and Tutoring	Yes	$2,725,837.00	$2,457,273.00		
3	3.3	Additional Support	Yes	$11,927,373.00	$11,904,972.00		
3	3.5	Supplemental School Allocations for Multiple Levels of Support - English Learners, Foster Youth, Low Income	Yes	$11,582,924.00	$8,845,064.00		
4	4.1	TEACH- LEAD San Diego: Pipelines for Educator and Leadership Development	Yes	$4,409,008.00	$3,257,472.00		
4	4.2	School Leader Professional Growth and Development	Yes	$2,244,084.00	$2,588,778.00		
4	4.4	Increasing Diversity and Affirming Staff Identity: Equity Training	Yes	$1,874,563.00	$1,884,987.00		
4	4.6.f	4.6.f Effective Teaching in Every Classroom & Monitoring Learning - Instructional Support for English Learners	Yes	$6,080,168.00	$6,509,350.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.6.g	Effective Teaching in Every Classroom & Monitoring Learning: Additional Supports for Students Receiving Special Education Services	Yes	$14,932,683.00	$13,587,155.00		
5	5.1	Strengthen Connections & Relationships to Engage Families	Yes	$1,055,106.00	$1,016,761.00		
5	5.3	Engage Families as Partners to Accelerate Student Learning	Yes	$393,425.00	$749,150.00		
6	6.1.b	Communication - Enrollment Options	Yes	$1,740,990.00	$1,510,580.00		
6	6.1.d	Communication- Translation Services	Yes	$2,615,495.00	$2,464,930.00		
6	6.3.b	Creating Learning Environments Worthy of Our Students: Transportation	Yes	$10,575,000.00	$10,335,144.00		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$1,010,386,758.00	$149,532,188.00	0.000%	14.799%	$155,046,771.00	0.000%	15.345%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning*,* particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  o Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

  o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    ▪ **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified
A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools
A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness
A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners
Purpose
Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section [47606.5(d) (California Legislative Information)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

- **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and

- For charter schools, see Education Code Section 47606.5 (California Legislative Information).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

    o All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The LCFF State Priorities Summary provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)
Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

Identify each of the state priorities that this goal is intended to address.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding
Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

    o   The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal
Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

- Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

- Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

- Indicate the school year to which the baseline data applies.

- The baseline data must remain unchanged throughout the three-year LCAP.

  - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

  - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

  - Include a discussion of relevant challenges and successes experienced with the implementation process.

  - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

    o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

    o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

    o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

    o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

        ▪ The reasons for the ineffectiveness, and

        ▪ How changes to the action will result in a new or strengthened approach.

Actions:
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

    o   For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

    o   As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    o   These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

    o   **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

    o   Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- o Professional development for teachers.

  - o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - o These required actions will be effective for the three-year LCAP cycle.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements
An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions
In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only
Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions
For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  o The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  o The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- o **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  - o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

    For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic

Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table
Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  o   This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  o   This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  o   This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

  o   This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  o   This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  o   This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

  o   This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  o   This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  o   If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

School	Indicator	Student Groups*
Adams Elementary	ELA	EL
	MATH	EL
ALBA	SUSP	All, Hispanic, SED
Audubon K-8	ELA	EL, Hispanic, Homeless, SED
Baker Elementary	ELA	EL
Balboa Elementary	ELA	EL
Barnard Elementary	CHRO	SWD
Bell Middle	CHRO	Multi Racial
	ELA	Afr Am, EL, Hispanic, SWD
	MATH	All, Afr Am, EL, Hispanic, Homeless, SWD
	SUSP	Afr Am, Hispanic, Multi Racial, SWD
Benchley/Weinberger Elementary	CHRO	SED
Bethune K-8	CHRO	Afr Am
	ELA	SWD
Boone Elementary	CHRO	EL, Homeless
	ELPI	EL
	SUSP	Afr Am
Burbank Elementary	CHRO	Homeless
	ELA	All, EL, Hispanic, Homeless, SED, SWD
	MATH	All, Hispanic, Homeless, SED
Canyon Hills High	ELA	SWD
	MATH	SWD
Carson Elementary	ELA	EL, Hispanic
	SUSP	SWD
Carver Elementary	ELA	Hispanic
	ELPI	EL
	MATH	Hispanic
Central Elementary	ELA	SWD
	ELPI	EL
Challenger Middle	CHRO	SWD
Chavez Elementary	ELA	EL
	MATH	EL, SWD
Chesterton Elementary	ELA	SWD
	MATH	SWD
Chollas/Mead Elementary	ELA	SWD
	MATH	SWD

School	Indicator	Student Groups*
Clairemont Canyons Academy	ELPI	EL
Clairemont High	GRAD	SWD
Clark Middle	CHRO	Afr Am
	ELA	All, Afr Am, EL, Hispanic, Homeless, SED
	SUSP	Afr Am, EL, Homeless, SWD
Correia Middle	CHRO	Multi Racial
	ELA	SWD
	MATH	EL, SWD
Crawford High	ELA	Afr Am, EL
	GRAD	SWD
	SUSP	EL, SWD
Creative Performing and Media Arts	CHRO	EL, Multi Racial, White
	ELA	EL, Homeless, SWD
	MATH	Afr Am, EL, Hispanic, Homeless, SED, SWD
	SUSP	All, Afr Am, Hispanic, Homeless, SED, SWD
Dana	CHRO	SWD
	SUSP	All, EL, Hispanic, Multi Racial, SED
De Portola Middle	MATH	EL
District	GRAD	FOS, SWD
	MATH	FOS
	SUSP	FOS
Doyle Elementary	CHRO	Asian
Encanto Elementary	ELA	SWD
Ericson Elementary	CHRO	Multi Racial
Farb Middle	MATH	SWD
	SUSP	SWD
Fay Elementary	ELA	All, EL, SED
	MATH	EL
Field Elementary	CHRO	White
	ELA	EL
Fletcher Elementary	ELA	All, SED
	MATH	SED
Florence Elementary	SUSP	White
Foster Elementary	CHRO	EL, Multi Racial, SED, SWD
Franklin Elementary	CHRO	EL
	ELA	EL, Hispanic

*Student Groups: EL = English Learner; FOS = Foster Youth; SED = Socioeconomically Disadvantaged; SWD = Students with Disabilities

School	Indicator	Student Groups*
	MATH	EL, Hispanic
Freese Elementary	ELPI	EL
Gage Elementary	CHRO	Afr Am, EL
Garfield High	CCI	All, EL, Hispanic, Homeless, SED, SWD
	GRAD	All, EL, Hispanic, Homeless, SED, SWD
	MATH	All, Hispanic, SED
Golden Hill K-8	MATH	EL, Homeless, SWD
Hage Elementary	CHRO	All, Afr Am, Filipino, Hispanic, SED, SWD
Hamilton Elementary	CHRO	Afr Am, Asian, EL
Hancock Elementary	ELA	SWD
	MATH	SWD
Hardy Elementary	CHRO	Multi Racial, SWD, White
	SUSP	Afr Am, SWD
Henry High	ELA	SWD
	GRAD	SWD
	SUSP	Afr Am
Hickman Elementary	CHRO	EL, Hispanic, SED, SWD, White
Home & Hosp/Transition Support	ELA	All
	MATH	All
Hoover High	ELA	All, EL, Hispanic, Homeless, SED, SWD
	GRAD	SWD
Horton Elementary	ELA	All, EL, Hispanic, Homeless, SED
	SUSP	SWD
Ibarra Elementary	ELPI	EL
iHigh Virtual Academy	CHRO	All, Afr Am, EL, Filipino, Hispanic, Homeless, Multi Racial, SED, SWD, White
	MATH	EL, Hispanic
Innovation Middle	CHRO	EL, Multi Racial
Jefferson Elementary	CHRO	SWD
	ELA	SWD
	MATH	SWD
John Muir Language Academy	SUSP	SWD
Jonas Salk Elementary	CHRO	Asian, EL, Hispanic, SED
Jones Elementary	ELPI	EL
Joyner Elementary	ELA	All, EL, Hispanic, SED

School	Indicator	Student Groups*
	MATH	EL
Kimbrough Elementary	ELA	EL
	ELPI	EL
Knox Middle	ELA	All, Afr Am, EL, Hispanic, Homeless, SED, SWD
Kumeyaay Elementary	CHRO	Multi Racial
La Jolla Elementary	CHRO	Hispanic, SED
La Jolla High	SUSP	EL
Language Academy	ELA	SWD
Lewis Middle	SUSP	Afr Am
Lincoln High	ELA	Afr Am, Homeless, SWD
Linda Vista Elementary	ELA	All, EL, Hispanic, SED
	SUSP	SED, SWD
Logan Memorial Educational Campus	MATH	All, EL, Hispanic, Homeless, SED, SWD
	SUSP	All, EL, Hispanic, Homeless, SED, SWD
Loma Portal Elementary	CHRO	EL
Longfellow K-8	CHRO	Multi Racial
	ELA	SWD
Madison High	GRAD	SWD
Mann Middle	ELA	EL, Hispanic
	MATH	All, Afr Am, EL, Hispanic, SED
	SUSP	Afr Am, EL, Hispanic, SED, SWD
Marshall Elementary	CHRO	Asian
	ELA	Afr Am, EL
	SUSP	Homeless, SED, SWD
Marshall Middle	CHRO	SWD
Marston Middle	ELA	EL
	MATH	EL
Mason Elementary	CHRO	EL
	ELA	SWD
Millennial Tech Middle	ELA	All, Afr Am, EL, Hispanic, Homeless, SED
	ELPI	EL
	MATH	All, Afr Am, EL, Hispanic, Homeless
	SUSP	Afr Am
Miller Elementary	ELA	SWD
Mira Mesa High	ELA	EL, SWD
	GRAD	EL

*Student Groups: EL = English Learner; FOS = Foster Youth; SED = Socioeconomically Disadvantaged; SWD = Students with Disabilities

CA Dashboard School Groups at Lowest Level by State Indicator

School	Indicator	Student Groups*
	MATH	EL
Miramar Ranch Elementary	CHRO	All, Hispanic, Multi Racial, SED, White
Montgomery Middle	CHRO	EL
	ELA	EL, Hispanic
	SUSP	All, EL, Hispanic, Homeless, SED
Morse High	MATH	Hispanic
	SUSP	Afr Am
Muirlands Middle	CHRO	SWD
Nye Elementary	CHRO	Afr Am, SED
Pacific Beach Elementary	CHRO	SED, SWD
Pacific Beach Middle	MATH	EL
	SUSP	Hispanic, SED
Paradise Hills Elementary	ELA	EL
	ELPI	EL
	MATH	EL
	SUSP	All, Hispanic, SED
Perkins K-8	ELA	Homeless, SWD
	MATH	Homeless
Perry Elementary	CHRO	White
Pershing Middle	ELA	EL
	MATH	Afr Am, EL
Porter Elementary	ELA	EL, SWD
	MATH	EL
	SUSP	All, EL, Hispanic, Homeless, SED, SWD
Ralph Waldo Emerson Elementary	ELA	EL
Riley/New Dawn	ELA	All, SED, SWD
	MATH	All, SED, SWD
	SUSP	Afr Am, White
Rodriguez Elementary	ELA	All, EL, Hispanic, SED, SWD
	MATH	EL, SWD
	SUSP	SWD
Rolando Park Elementary	ELPI	EL
Roosevelt International Middle	CHRO	SWD
	ELA	EL
	ELPI	EL
	MATH	Afr Am, EL, Hispanic, Homeless, SED

School	Indicator	Student Groups*
	SUSP	Afr Am, Homeless, SED, SWD
Rosa Parks Elementary	ELA	SWD
	MATH	SWD
Rowan Elementary	CHRO	SWD
San Diego High	ELA	EL, Hispanic, SWD
San Diego SCPA	ELA	SWD
	MATH	Afr Am, EL
Sandburg Elementary	CHRO	All, EL, Homeless, Multi Racial
	ELA	SWD
Scripps Elementary	CHRO	White
Sessions Elementary	CHRO	Multi Racial
Sherman Elementary	SUSP	Homeless
Silver Gate Elementary	CHRO	White
Spreckels Elementary	CHRO	SWD
	ELA	SWD
Taft Middle	CHRO	All, EL, Hispanic, Multi Racial, SWD
Toler Elementary	CHRO	White
Torrey Pines Elementary	CHRO	SWD
TRACE	CCI	ALL, SWD
Twain High	CCI	ALL, EL, Hispanic, Homeless, SED, SWD
	ELPI	EL
	GRAD	All, Hispanic, SED
Valencia Park Elementary	ELA	Hispanic, SWD
Vista Grande Elementary	CHRO	Asian
Wangenheim Middle	ELA	SWD
	MATH	EL, Hispanic, Homeless, SWD
	SUSP	Afr Am
Washington Elementary	SUSP	All, EL, Homeless, Multi Racial, SED, SWD
Webster Elementary	CHRO	Hispanic, Homeless
Wegeforth Elementary	SUSP	All, Multi Racial, SED, SWD, White
Wilson Middle	ELA	EL, SWD
	MATH	EL, Hispanic
Zamorano Elementary	ELA	SWD
	ELPI	EL
	MATH	SWD
	SUSP	EL, Hispanic, SWD

*Student Groups: EL = English Learner; FOS = Foster Youth; SED = Socioeconomically Disadvantaged; SWD = Students with Disabilities

(Priority 1) – Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

District Teacher Assignment Monitoring and Outcome (AMO) data are provided below*. These most recent results provided via DataQuest are from the 2021 – 22 school year.

Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown
5,061.6	91.1%	2.1%	0.8%	3.2%	2.6%	0.2%

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: 0

Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies):   0

> * Explanations for table column headers are available in the **Report Glossary** at
> https://dq.cde.ca.gov/dataquest/DQCensus/TchAssgnOutcome.aspx?agglevel=State&cds=00&year=2021-22.

(Priority 2) – Implementation of State Academic Standards

The district surveyed principals to determine their assessment of progress in implementing state academic standards at their sites. Principals, and in some cases, with support of their leadership teams, are responsible for monitoring and supporting instruction at their sites, and are therefore, most knowledgeable regarding progress of standards implementation. Principals were required to indicate their progress for each of the 10 subject areas:

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Ratings were based on the following scale (lowest to highest):
  1 – Exploration and Research Phase;
  2 – Beginning Development;
  3 – Initial Implementation;
  4 – Full Implementation;
  5 – Full Implementation and Sustainability.

Principal rating averages, from the 5-point scale, are shown below:
- English Language Arts: 4.4
- English Language Development: 4.1
- Mathematics: 4.4

- Science: 3.9
- History/Social Science: 4.1
- Career Technical Education: 4.0
- Health: 3.6
- Physical Education: 4.3
- Visual and Performing Arts: 3.8
- World Languages: 4.3

(Priority 3) – Parental Involvement and Family Engagement

Building Relationships Between School Staff and Families

1. **Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
2. **Rate the LEA's progress in creating welcoming environments for all families in the community.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
3. **Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
4. **Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Current Strengths: SDUSD is committed to partnering with families through engagement opportunities aligned to student learning and development goals in the home by elevating family engagement as a core lever for student achievement and school improvement. We continue to nurture parent leadership across our system that is responsive to individual student populations. The Family Engagement Team has collaborated with educators in San Diego Unified to build the capacity of school and district leaders for reframing family engagement as an instructional strategy and for sustaining effective home-school partnerships. The emphasis is on strengthening the relationship between the teacher, parent/caregiver, and student.

In addition, family leadership opportunities and ongoing communication/information has been provided to families regarding instructional supports, access to technology, basic needs, community resources, instructional strategies as well as health and safety guidelines. The Family Engagement Department encourages schools to use the Unified Operations Communication tool which allows students to send an immediate message to all parents in their preferred language in PowerSchool. In turn, parents can send a response in their native language and the school will receive it in English.

An area of improvement to focus on in this area would be building and enhancing the capacity of educators and families in the "4 C" areas, i.e., Capabilities (skills + knowledge), Connections (networks), Cognition (shifts in beliefs and values) and Confidence (self-efficacy) to improve student academic outcomes. The plan of implementation is to build opportunities with schools to meaningfully engage families as equal partners in their child's learning and to collaborate with schools to examine student progress alongside family engagement.

Parent trainings will include school-based programs (e.g., the Integrated Multi-Tiered System of Supports or other options for academic support based on students' learning goals, student data, families' feedback, and district initiatives). In addition, the Family Engagement team will continue to update the list of curated resources that can assist students' academic growth and social emotional wellness with support for the whole child.

Building Partnerships for Student Outcomes

5. **Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

6. **Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

7. **Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

8. **Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

San Diego Unified School District (SDUSD) currently has strengths in the areas of creating welcoming environments for all our families in the community. The district has made extensive efforts for all schools and site personnel to create environments that are friendly and welcoming. Schools typically host various events to welcome and involve parents in aspects of the school culture. SDUSD understands the importance of including families as an essential part of the education process, establishing a welcoming environment to build a learning culture, and ensuring all staff receive the necessary training, support, and resources to engage families in meaningful partnerships. The Family Engagement Department collaborated with Dr. Karen Mapp and Scholastic FACE to build the capacity of educators to understand the link between family engagement and student achievement, prioritizing family engagement as an instructional strategy, and aligning partnership practices to school and district goals to improve student academic achievement.

Another strength is the Family Engagement team working alongside administrators and educators to provide professional learning, coaching, and curated resources for supporting engagement in inclusive family activities. The team has a clear vision for elevating family engagement, which includes the culture shifts necessary for lasting change (beliefs and mindsets) and in providing structures for sustaining the change.

An area for improvement would be to support families to understand and exercise their legal rights and advocate for their own students and all students, specifically our families with students who receive specialized education and/or services.

Seeking Input for Decision Making

9. **Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

10. **Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.**
    Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

11. **Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.**
    Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
12. **Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.**
    Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Current Strengths:
The Family Engagement Team effectively supports participation and capacity building with a cohort of schools, district leadership, district advisory groups, and families in school communities. We hold monthly meetings with the Advisory chairs to build capacity, engage in effective decision-making regarding LCAP, and to seek input to inform our next steps collaboratively. The team ensures that a Family Engagement representative attends each meeting and provides families with updates on academic strategies, resources for parents, and school/community events. In addition, the Family Engagement team supports school teams in Site Governance Team (SGT), School Site Council (SSC), Parent Teacher Association (PTA), Grandparents Raising Grandchildren (GRG), Family Circles, and site-based leadership teams in outreach, planning, learning sessions, and resources.

Our improvement plan will include developing an annual program evaluation survey. The survey will allow families, teachers, principals, and district administrators the opportunity to evaluate the activities provided for parents at school and the Neighborhood Centers. The data gathered from the evaluations will guide decisions for adjusting and refining the work of the Family Engagement Team.

(Priority 6) – School Climate

The district has conducted a census administration of the California Healthy Kids Survey (CHKS) at the secondary level for many years, initially on an every-other-year basis. Starting in 2016, the grade 5 survey was added, and a switch was made to annual administration. Given the COVID-19 pandemic in the spring of 2020, the survey was not conducted and resumed in 2021.

Results from the 2024 survey are shown below where grade 5 students reported if they feel safe at school most or all of the time and secondary students reported if they feel safe or very safe at school.

School Safety by Race/Ethnicity

	Grade 5	Grade 7	Grade 9	Grade 11
American Indian or Alaska Native	74	61	58	60
Asian or Asian American	84	58	61	64
Black or African American	73	47	51	52
Hispanic or Latinx	70	49	55	59
Native Hawaiian or Pacific Islander	76	63	63	59
White	84	59	64	69
Multiracial	79	57	61	62
Overall	77	54	59	62

The CHKS includes a scale for school connectedness, derived from responses to five survey questions:
- Do you feel close to people at school?
- Are you happy to be at this school?
- Do you feel like you are a part of this school?
- Do teachers treat students fairly at school?

- Do you feel safe at school?

The school connectedness scores provided below reflect percentages of students responding at grade 5, "Yes, all of the time" or "Yes, most of the time," and at grades 7, 9, and 11, "Strongly Agree" or "Agree."

School Connectedness by Race/Ethnicity

	Grade 5	Grade 7	Grade 9	Grade 11
American Indian or Alaska Native	68	56	58	55
Asian or Asian American	75	58	58	57
Black or African American	64	49	49	45
Hispanic or Latinx	67	50	53	51
Native Hawaiian or Pacific Islander	67	72	50	46
White	75	61	64	63
Multiracial	71	58	57	58
Overall	70	55	56	55

The overall results shown above for school safety and connectedness are similar to the prior year. For school safety, the result for 5th grade was relatively high at 77% and then declined markedly to 54% in 7th grade before improving in grades 9 and 11. Results for racial/ethnic groups reveal that the Black or African American and Hispanic or Latinx student groups for all grade levels were below the overall district results and consistently below results for the Asian and White student groups.

For school connectedness, the result for 5th grade at 70% was the highest and all secondary grade levels were essentially the same at about 55%. The racial/ethnic group results are similar to those for safety in that the Black or African American and Hispanic or Latinx student groups for all grade levels were below the overall district results and consistently below results for the Asian and White student groups.

The district is currently in the process of identifying a tool to measure students' social emotional learning. The data obtained will allow the district to implement supports and programs to address the needs of individual students and/or groups of students.

(Priority 7) – Access to a Broad Course of Study

1. **Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served**.

   The district measures, and routinely reports to the Board of Education as part of its monthly LCAP updates, the distribution of grades in core courses as well as career technical education and visual and performing arts. These measures include results for numerous student groups, including grade levels, gender, racial/ethnic groups, low-income, English learner, and students with disabilities. Further, the district uses internal dashboards to measure and track elementary student performance on numerous subjects that teachers assess for the trimester progress reports.

2. **Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study**.

With the adoption of the UC/CSU a-g course requirements as the district requirements for graduation, all students across all student groups must complete specified coursework in History/Social Science, English, Mathematics, Science, World Languages, Visual and Performing Arts, and additional electives. In addition, the district annually measures the participation and outcomes of students in multiple subjects. For example, the district measures career technical education course taking and outcomes for myriad student groups and all high schools in the district. These analyses reveal no marked differences across student groups or schools. Similarly, the district analyzed course taking in visual and performing arts and found no marked differences among most student groups; however, participation by a few groups (English learners, students with disabilities, and foster youth) was lower than most others.

3. **Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students**.

   • Insufficient state funding precludes providing the desired level of non-core programming.
   • Repeating core courses in high school limits some students' ability to take elective courses.

4. **In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?**

   Action steps are detailed in the District's 2024-25 LCAP Action Plan, Goal 2.