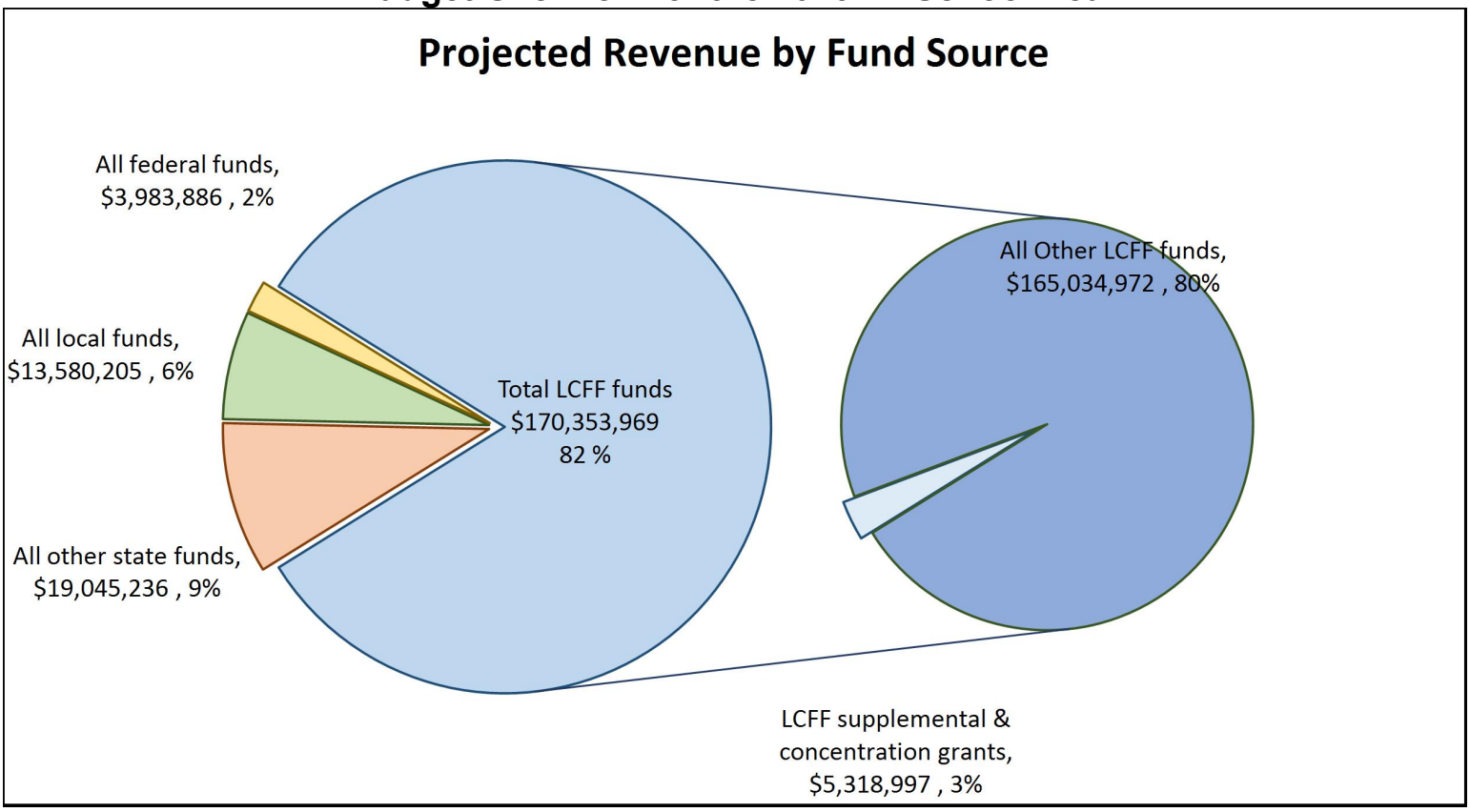
# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Dieguito Union High School District
CDS Code: 37-68346-0000000
School Year: 2026-27
LEA contact information:
Bryan Marcus
Associate Superintendent of Educational Services
bryan.marcus@sduhsd.net
760-753-6491

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 2026-27 School Year

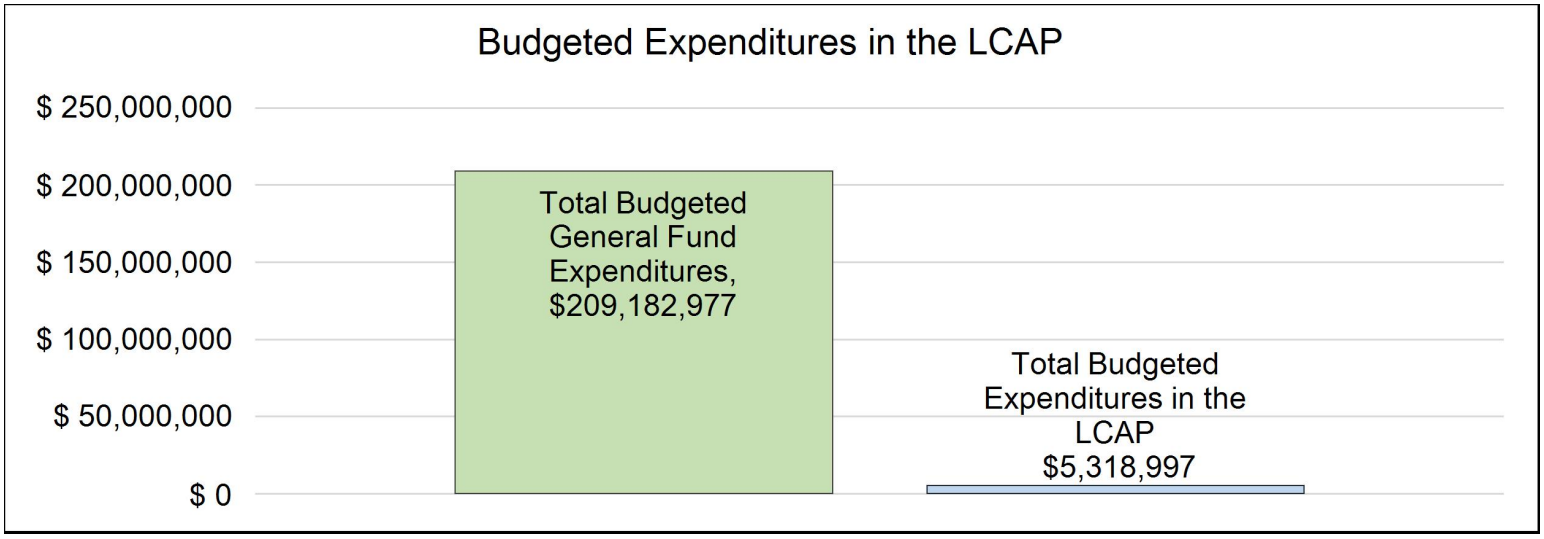



This chart shows the total general purpose revenue San Dieguito Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Dieguito Union High School District is $206,963,296, of which $170,353,969 is Local Control Funding Formula (LCFF), $19,045,236 is other state funds, $13,580,205 is local funds, and $3,983,886 is federal funds. Of the $170,353,969 in LCFF Funds, $5,318,997 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.




This chart provides a quick summary of how much San Dieguito Union High School District plans to spend for 2026-27. 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 Dieguito Union High School District plans to spend $209,182,977 for the 2026-27 school year. Of that amount, $5,318,997.00 is tied to actions/services in the LCAP and $203,863,980 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

While our Local Control and Accountability Plan (LCAP) focuses on targeted goals, actions, and services to improve student outcomes, it does not represent our entire school district budget.

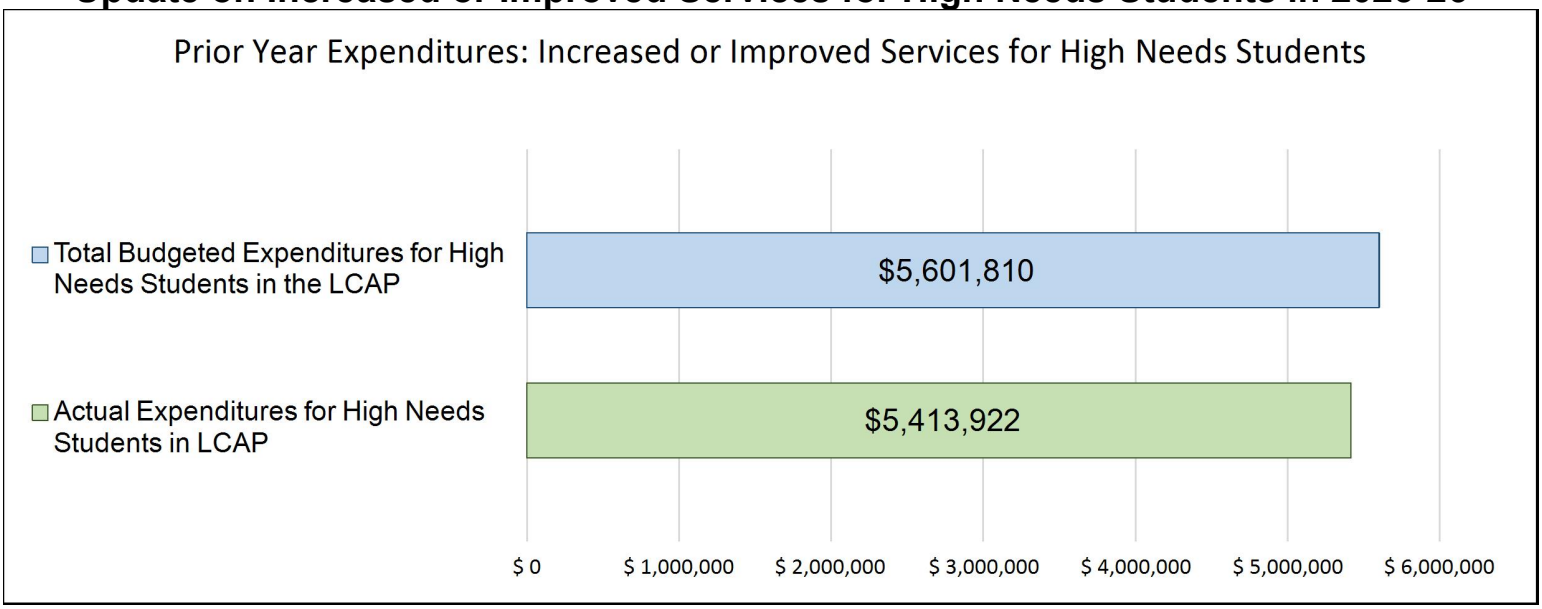
The General Fund expenditures not included in the LCAP represent the foundational costs required to operate our schools daily. These include core classroom teacher salaries and benefits, school site administration, clerical support, utilities (electricity, water, gas), custodial and maintenance services to keep our campuses safe and clean, district-wide insurance, and mandated special education services.

## Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, San Dieguito Union High School District is projecting it will receive $5,318,997 based on the enrollment of Foster Youth, English learner, and low-income students. San Dieguito Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP.  San Dieguito Union High School District plans to spend $5,318,997.00 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 2025-26




This chart compares what San Dieguito Union High 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 Dieguito Union High 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 2025-26, San Dieguito Union High School District's LCAP budgeted $5,601,810.00 for planned actions to increase or improve services for high needs students. San Dieguito Union High School District actually spent $5,413,922.00 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $187,888 had the following impact on San Dieguito Union High School District’s ability to increase or improve services for high needs students:

The difference between the budgeted and actual expenditures of $187,888 was due to the fact that the supplemental budget decreased since the 2025-2026 LCAP was adopted. The amount spent reflects our final supplemental entitlement and has no negative impact on services provided to high needs students.

# 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 Dieguito Union High School District | Bryan Marcus<br>Associate Superintendent of Educational Services | bryan.marcus@sduhsd.net<br>760-753-6491 |

# Plan Summary [2026-27]

## General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

~WHERE IS THE SAN DIEGUITO UNION HIGH SCHOOL DISTRICT LOCATED? WHAT IS ITS CORE PURPOSE?~

The San Dieguito Union High School District (SDUHSD) is a public school district that serves students in grades 7-12 in several communities in northern San Diego County, California, including the cities/communities of Encinitas, Carlsbad, Solana Beach, Del Mar, Rancho Santa Fe, and portions of San Diego. SDUHSD ranks among the top-performing districts in San Diego County and California on standardized tests and college preparation metrics.

SDUHSD is governed by an elected Board of Trustees, and a Superintendent leads the district. All work in SDUHSD is guided by the Unity of Purpose Statement, "to provide a high-quality education for each and every student to demonstrate academic growth and optimize individual potential." This Unity of Purpose Statement is the foundation of this LCAP, and it reinforces for district leaders, teachers, staff, and the community that we are all working collectively toward the same important purpose of maximizing educational outcomes for all students.

~HOW MANY STUDENTS DOES SDUHSD SERVE?~

SDUHSD serves approximately 12,055 (as of Census Day, October 2025) students in grades 7 through 12 across five middle schools, two comprehensive high schools, two academy high schools, and the Requeza Educational Center, which houses a continuation high school, an adult transition program, and online learning program. Enrollment information by campus is shared below:

School | Enrollment (from California School Dashboard, accessible at https://www.caschooldashboard.org/) | Grades Served
Canyon Crest Academy | 2147 | 9-12
Carmel Valley Middle School | 697 | 7-8
Diegueno Middle School | 737 | 7-8
Earl Warren Middle School | 476 | 7-8
La Costa Canyon High School | 1774 | 9-12
Oak Crest Middle School | 758 |7-8
Pacific Trails Middle School | 971 | 7-8
San Dieguito High School Academy | 1843 | 9-12
Sunset High School (Continuation) | 87 | 9-12
Torrey Pines High School | 2536 | 9-12
COAST Academy | 46 | Adult Transition Program

Enrollment in SDUHSD continues to decline, in alignment with enrollment trends throughout the state.

~WHAT ARE THE DEMOGRAPHICS OF SDUHSD?~

SDUHSD serves a diverse population of students at each of our schools with a wide socioeconomic range. The information below reflects 2024-2025 district demographics as presented in the California School Dashboard:

Student Group | Number of Students | Percentage

English Learners | 448 | 3.7%
Foster Youth | 1 | 0%
Homeless | 212 | 1.8%
Socioeconomically Disadvantaged | 2158 | 17.9%
Students with Disabilities | 1372 | 11.4%

Race/Ethnicity | Number of Students | Percentage

African American | 91 | 0.8%
American Indian | 19 | 0.2%
Asian | 2248 | 18.6%
Filipino | 93 | 0.8%
Hispanic | 2074 | 17.2%
Two or More Races | 1150 | 9.5%
Pacific Islander | 11 | 0.1%
White | 6369 | 52.8%

There are over 40 different home languages represented within our schools, with Spanish and Mandarin being the most common languages

spoken other than English.

~WHY IS SDUHSD A GREAT PLACE TO LEARN?~

SDUHSD provides whole-child support, including innovative teaching and learning experiences, social-emotional instruction and services, to ensure that all students are prepared for post-secondary success. In addition to the core subjects, SDUHSD students are provided a broad course of study to include World Languages, Career Technical Education, Advanced Placement, International Baccalaureate, Visual and Performing Arts, and STEAM. In addition to strong academics, the extracurricular programs are extensive in SDUHSD, with strong athletics, clubs, and opportunities for community service.

# Reflections: Annual Performance

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

~WHAT IS THE CALIFORNIA SCHOOL DASHBOARD?~

The California School Dashboard is an online accountability tool that shows how districts and schools perform on state and local indicators included in California's school accountability system. The Dashboard gives parents and the community a comprehensive overview of what is happening in our schools and district so that we can reflect, assess areas of strength and needs to develop plans to provide additional support. SDUHSD's Dashboard results can be accessed online at this URL: https://www.caschooldashboard.org/reports/37683460000000/2025

~WHAT IS ON THE DASHBOARD?~

The Dashboard highlights our district, school, and student group performance on six state and five local indicators.

On state indicators, districts and schools receive one of five color-coded performance levels in the following areas:
- Academic (reported separately for English language arts/literacy [ELA] and mathematics assessments; science performance is an informational indicator this year)
- English Learner Progress
- Chronic Absenteeism
- Graduation Rate
- Suspension Rate
- College/Career

The Dashboard also highlights performance on state indicators across student groups with a population size greater than 30. These student groups are:
- English Learners
- Long-Term English Learners (a new student group on the dashboard this year, defined as students who have not reclassified as fluent-English proficient within seven years)

- Socioeconomically disadvantaged pupils
- Foster youth
- Homeless youth
- Students with disabilities

and Racial/ethnic groups, including:
- African-American/Black
- American Indian/Native Alaskan
- Asian
- Filipino
- Hispanic/Latino
- Native Hawaiian/Pacific Islander
- Two or more races/Multiple Races
- White

Local indicators are reported at the district level, which means individual schools will not receive a score for these indicators. Districts receive a score of standard met, not net, or not met for two or more years on the following areas:
- Basic Services and Conditions; Appropriate Teacher Assignment, Sufficient Instructional Materials and Facilities in Good Repair
- Implementation of State Academic Standards
- Parent and Family Engagement
- Local Climate Survey
- Access to a Broad Course of Study

NOTE: THE FOLLOWING INFORMATION IS FROM THE 2023 SCHOOL YEAR WHEN THE 3 YEAR LCAP WAS WRITTEN. THE INFORMATION HERE REMAINS UNCHANGED, AND UPDATES ARE DISCUSSED THROUGHOUT THE LCAP.

~HOW WAS SDUHSD DOING ON THE DASHBOARD WHEN THE LCAP WAS ORIGINALLY WRITTEN IN 2023?
The California School Dashboard shows that SDUHSD continues to perform at high levels across all metrics, and there are many areas worthy of celebration! Specifically:

-ACADEMIC PERFORMANCE (English Language Arts and Mathematics)
SDUHSD scored in the "Blue" performance level, the highest level, in both English Language Arts and Mathematics. This indicates that students are performing well above the standard in these core academic areas, with increased scores from the previous year.

-COLLEGE & CAREER
SDUHSD's performance in the College/Career indicator is "Very High," with 81.7% of students being prepared for college or career. This impressive achievement suggests that the district is effectively preparing students for post-secondary success.

-GRADUATION RATE
SDUHSD's graduation rate is outstanding, with 96.2% of students graduating, which is in the "Blue" performance level. This rate remained relatively stable compared to the previous year.

-SUSPENSION RATE
The suspension rate is in the "Green" performance level, with 2.3% of students being suspended at least once. This rate has remained stable compared to the previous year, suggesting a positive school climate and other means of correction with disciplinary practices.

-LOCAL INDICATORS
SDUHSD met the standards for implementing Academic Standards, Basic (Teachers, Instructional Materials, Facilities), Parent and Family Engagement, Access to a Broad Course of Study, and Local Climate Survey. These indicators reflect the district's commitment to providing a well-rounded educational experience and engaging stakeholders in the educational process.

When the LCAP was written, the California School Dashboard showed some areas in which SDUHSD can improve. Specifically:

-CHRONIC ABSENTEEISM
SDUHSD's chronic absenteeism rate is in the "Yellow" performance level, with 10.5% chronically absent students. The rate has declined from the previous year by 0.8%, indicating that the district is improving student attendance.

- WHAT AREAS AND STUDENT GROUPS RECEIVED RED INDICATORS ON THE 2023 DASHBOARD?

Per statute, SDUHSD is required to focus on the Red Indicators that were on the Dashboard at the time the LCAP was originally written for the entire three-year duration of the LCAP See above). On the 2023-2024 Dashboard, we found that specialized groups received a "Red" or "Very Low" performance level in 6 areas. These areas received special attention throughout this LCAP and will continue to be a priority. Specific actions will highlight the additional support and resources needed to support students within these groups to close opportunity gaps and maximize individual potential. The "red indicator areas" included:

- Suspension rates of African American students districtwide. In 23-24,10.2% of African American students were suspended at least once during the school year, which was an increase of 2.7% from the 22-23 year. On the 25-26 Dashboard, there was improvement, with 8.5% of African American students suspended at least one day, representing a decline of 1.7% since baseline. This indicator is now Yellow.
- College and Career Indicator performance for English Learners at La Costa Canyon High School. In 23-24, this group received a "Very Low" performance level, with 9.7% of the school's English Learner population prepared. On the 25-26 Dashboard, there was improvement, with 10.7% of English Learners prepared, representing an increase of 1.0% since baseline. This indicator is not currently receiving a color due to its small population size.
- College and Career Indicator performance for the Homeless student population at Sunset High. In 23-24, this group's data was suppressed due to size, and it was suppressed again in 25-26 due to small population size as well.
- Chronic absenteeism rates for students with disabilities at Diegueno Middle School. In 23-24, 22.9% of this population was chronically absent, with a change of -.01% from the 22-23 school year. In 25-26, 15.2% of this population was chronically absent, representing an improvement of 7.7% from baseline. This indicator is now Orange.

- English Language Arts performance of English Learners at Oak Crest Middle School. In 23-24, this group performed 72.2 points below standard, a decrease of 9.3 points from the previous year. In 25-26, this group performed 39.1 points below standard, representing an improvement of 33.1 points from baseline. This indicator is now Yellow.
- Mathematics Performance of English Learners at Oak Crest Middle School. In 23-24, this group performed 101.2 points below standard, a decrease of 1.2 points from the previous year. In 25-26, this group performed 90.9 points below standard, representing an improvement of 10.3 points. This indicator is now Yellow.

Additionally, SDUHSD closely monitored new areas and groups that have received red indicators in the 24-25 school year at the school site level. These include:
- Chronic Absenteeism:
Pacific Trails Middle School | Hispanic students | 22.2% (increased 10.5%) => as of 25-26, is now 14.6%, Yellow
Earl Warren Middle School | Students with Disabilities | 22.9% (increased 4.1%) => as of 25-26, is now 11.9%, Yellow
Pacific Trails Middle School | Students with Disabilities | 21.2% (increased 0.4%) => as of 25-26, is now 15%, Yellow

- English Learner Progress
La Costa Canyon High School | English Learner Progress | 34.1% (declined 4.6%)

- English Language Arts
La Costa Canyon High School | Students with Disabilities | 64.6 points below standard (declined 18.7 points) => as of 25-26, is now 77.1 points below standard, Red (We will continue to monitor this)
Oak Crest Middle School | Students with Disabilities | 86.4 points below standard (declined 18.7 points) => as of 25-26, is now 82.3 points below standard, Orange
San Dieguito High School Academy | Students with Disabilities | 101.7 points below standard (declined 60.6 points) => as of 25-26, is now 85.8 points below standard, Orange
Torrey Pines High School | Students with Disabilities | 55 points below standard (declined 30 points) => as of 25-26, is now 77.6 points below standard, Red (We will continue to monitor this)

- Math
La Costa Canyon High School | Students with Disabilities | 148.7 points below standard (declined 33.3 points) => as of 25-26, is now 143.1 points below standard, Orange
Oak Crest Middle School | Students with Disabilities | 139.4 points below standard (declined 48.5 points) => as of 25-26, is now 1125 points below standard, Orange
Oak Crest Middle School | English Learners | 117.6 points below standard (declined 16.4 points) => as of 25-26, is now 90.9 points below standard, Yellow
San Dieguito High School Academy | Students with Disabilities | 175.1 points below standard (declined 35.7 points) => as of 25-26, is now 172.8 points below standard, Red (We will continue to monitor this)
Torrey Pines High School | Students with Disabilities | 141.9 points below standard (declined 30.5 points) => as of 25-26, is now 146.7 points below standard, Red (We will continue to monitor this)

- Graduation Rate

La Costa Canyon High School | English Learners | 39.4% graduated (increased 1.9%) => as of 25-26, is now 73.3%, Yellow

Finally, SDUHSD keeps a pulse on new areas and groups that received Red indicators in the 25-26 school year at the school site level. These include:
- Chronic Absenteeism:
SDUHSD District Level | Homeless | 26.0% (increased 2.4%)
Oak Crest Middle School | English Learners | 18.4% (increased 13.5%)
Oak Crest Middle School | Homeless | 29.7% (increased 4.7%)

- Suspension Rate:
Oak Crest Middle School | English Learners | 16.0% (increased 8.3%)

- English Language Arts
SDUHSD District Level | Long Term English Learners | 82 points below standard (declined 10.1 points)
SDUHSD District Level |Students with Disabilities | 50.9 points below standard (declined 6.3 points)
La Costa Canyon High School | Students with Disabilities | 77.1 points below standard (declined 12.4 points)
Torrey Pines High School | Students with Disabilities | 77.6 points below standard (declined 22.6 points)

- Math
SDUHSD District Level | Long Term English Learners | 130.9 points below standard (declined 14.1 points)
San Dieguito High School Academy | Students with Disabilities | 172.8 points below standard (increased 2.3 points)
Torrey Pines High School | Students with Disabilities | 146.7 points below standard (declined 4.8 points)

~HOW IS SDUHSD DOING ON THE DASHBOARD AT THE CONCLUSION OF THE 25-26 SCHOOL YEAR OVERALL?~

Successes: The 2025 California School Dashboard results for the San Dieguito Union High School District (SDUHSD) underscore its position as a leader in academic excellence and student success. The district achieved "Blue" ratings—the highest possible performance level—across nearly all primary academic and graduation indicators.

Graduation Rate: The graduation rate remains high and stable. In 2023, at the baseline, it was 96.2%, and in 2025, it is at 97.7%. This shows the district is consistently focused on helping students earn their diplomas.

Suspension Rate: The suspension rate remains low and stable. In 2023, at the baseline, it was 2.3%, and in 2025, it stands at 1.5%.SDUHSD's focus on positive school climate and other means of correction with discipline practices is likely contributing to this decline.

College/Career: The College/Career measure shows positive progress, increasing from 81.7% prepared in 2023 at baseline to 86.8% in 2025. This indicates the district is continuing to improve in preparing ALL students for their post-secondary pathways.

~OVERALL AREAS OF OPPORTUNITY ~

An analysis of the Local Control and Accountability Plan (LCAP) as a whole highlights several systemic areas of opportunity centered on closing persistent achievement and post-secondary preparation gaps. While San Dieguito Union High School District continues to achieve "Blue" top-tier designations overall in core academic indicators, profound performance disparities remain for specialized student groups.

Long-Term English Learners (LTELs) present a critical area for focused support, having received a "Red" indicator on the California School Dashboard for performing 82 points below standard in English Language Arts (ELA) and 130.9 points below standard in Mathematics. Similarly, Students with Disabilities scored in the Red tier for ELA and the Orange tier for Mathematics. These gaps extend heavily into post-secondary preparation metrics, where UC/CSU A-G completion rates dropped to 28.6% for English Learners, 29.3% for Homeless youth, and 35.6% for Students with Disabilities compared to the district's strong 76.8% overall average.

Furthermore, student course audits reveal enrollment barriers in advanced pathways, illustrated by a multi-year decline in low-income student participation in Advanced Placement (AP) classes and a steep 21.6% drop in Visual and Performing Arts (VAPA) enrollment.

Simultaneously, the district faces vital opportunities to strengthen school culture, student engagement, and family collaboration across all school sites. Middle school attendance remains a primary vulnerability, as chronic absenteeism among English Learners regressed to 12.5% and sits at an alarming 23.5% for Homeless youth. This attendance friction is further compounded by an unexpected increase in middle school dropouts, which rose from zero in prior years to 3 in Year 2.

Beyond student metrics, the district must address a sharp multi-year decline in underrepresented family engagement. Local Dashboard reflection tools revealed that parental capacity to effectively engage in advisory groups and decision-making slipped from Full Implementation down to Initial Implementation. This trend is punctuated by a sharp decline in participation within the Parent Institute for Quality Education (PIQE), which plummeted from 57 parent graduates down to just 7 in Year 2.

Finally, as district-wide enrollment continues to decline, a major operational opportunity exists to strategically manage system efficiency—such as adjusting staffing ratios and section allocations—without compromising the district's promise to deliver a broad course of study for every student.

New Areas of Note:

While the newly added Long-Term English Learner student group mirrors this positive momentum with solid acquisition progress, this foundational language growth stands in sharp contrast to their low dashboard designations in core English language arts and math, highlighting a critical need to bridge conversational fluency into advanced academic literacy. Concurrently, performance metrics for the state science assessment have successfully transitioned from baseline informational tracking into structured accountability, debuting with a strong tier ranking district-wide. As upcoming cycles officially remove the informational status of this metric, the district must leverage this healthy baseline to closely monitor performance parity, ensuring that specialized subgroups receive the necessary inquiry-based supports to maintain and elevate these outcomes across all student demographics.

~LEARNING RECOVERY AND EMERGENCY BLOCK GRANT~
All LREBG funds received by SDUHSD to date have been spent. The LREBG-funded action found in Goal 1, Action 12 has concluded.

-CONCLUSIONS
The district maintains an exceptionally strong foundation of high academic achievement, low overall suspension rates, and stellar graduation trajectories across its comprehensive and academy campuses. However, moving into the 2026–27 school year, the plan emphasizes that the district's true measure of success relies on its shift toward a continuous improvement model that actively closes persistent opportunity gaps. By strategically phasing out underperforming software frameworks, proactively reducing funding to adjust for declining enrollment, and reallocating resources into targeted post-secondary guidance, the district is refining its structural efficiency. Most importantly, the intentional integration of student-centric actions—specifically through Challenge Days and The Student Belonging Project—alongside a programmatic restructuring of multilingual family outreach, highlights a collective commitment to look past district-wide averages and ensure that each and every student genuinely experiences the promises of access, belonging, and achievement.

# Reflections: Technical Assistance

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

Not applicable

# 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.

No SDUHSD schools are eligible for comprehensive support and improvement.

### *Support for Identified Schools*

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

No SDUHSD schools are eligible for comprehensive support and improvement.

### *Monitoring and Evaluating Effectiveness*

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

No SDUHSD schools are eligible for comprehensive support and improvement.

# 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 |
| --- | --- |
| SDUHSD Community (Parents and Partners) | Developing the LCAP: District-level staff met with parent reps of school-connected organizations to review educational data and provide an opportunity for collaboration, sharing thoughts, and offering feedback. On November 23, 2023, January 17, 2024, February 28, 2024, and April 25, 2024, in collaboration with the National Conflict Resolution Center (NCRC), Listening Sessions were held with educational and community partners to review survey data, current LCAP metrics and progress, and an opportunity to look at district and student data and provide feedback.<br><br>Year 1 Review: District-level staff continued to meet with parent representatives of school-connected organizations to review new educational data and provide opportunities for SDUHSD to listen, learn, and collaborate. Notable partners and events included a continuing partnership with the National Conflict Resolution Center, Casa de Amistad, and Coffee with the Principal at all 10 campuses.<br><br>Year 2 Review: District-level staff continued to meet monthly with parent representatives of school-connected organizations to review new educational data and provide opportunities for SDUHSD to listen, learn, and collaborate. Notable partners and examples of events included a continuing partnership with the National Conflict Resolution Center, Casa de Amistad, and Coffee with the Principal at all 10 campuses. |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| Principals and Assistant Principals | Developing the LCAP: Monthly Team 10 and Instructional Learning Community Meetings with district-level staff to review educational data and provide an opportunity for collaboration, sharing thoughts, and offering feedback<br><br>Year 1 Review: Our administrative team continues to be an essential part of the LCAP process. This year, in addition to Team 10 and Learning Community Meetings, all administrators, including classified leaders, participated in monthly admin council meetings to monitor progress and continue the momentum towards the LCAP goals.<br><br>Year 2 Review: Our administrative team participated in monthly admin council meetings to monitor progress and continue the momentum towards the LCAP goals. There was a specific emphasis on disciplinary practices and chronic absenteeism this year. |
| Students | Developing the LCAP: As part of the Local Control Accountability Plan (LCAP) educational partner engagement requirement, we will collect student input and feedback to inform the design of the new three-year LCAP. In partnership with the San Diego County Office of Education (SDCOE), we will hold listening circles and empathy interviews to gain students' perspectives on current successes, needs, and any areas for improvement within their schools and the district. Students will be invited to participate in listening circles based on course enrollment, teacher identification, and student self-selection. Student names or any other identifiable information will not be collected. SDCOE will take notes on student responses, and all notes will be summarized by theme for sharing with the district.<br><br>Year 1 Review: This year, students continued to be a vital part of LCAP engagement. We held monthly meetings with our student board members, and regularly connected with students in ASB, PALS, and other student leadership clubs. At the site levels, administrators often hosted listening circles and empathy interviews to ensure that students voices continue to be lifted. Finally, on May 15, SDUHSD hosted the first Amplifying Student Voice Forum, where students from all sites and grade levels came together to share their input on our 3 LCAP goals. |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | Year 2 Review: Students continued to be a vital part of LCAP engagement. We held monthly meetings with our student board members, and regularly connected with students in ASB, PALS, Link Crew, and other student leadership clubs. At the site levels, administrators often hosted listening circles, student forums, and empathy interviews to ensure that students voices continue to be part of the conversation. |
| Teachers and Staff | Developing the LCAP: Superintendent LCAP Staff Meetings at each site to review educational data and provide an opportunity for collaboration, sharing thoughts, and offering feedback.<br><br>Year 1 Review: Because the LCAP Staff Meetings were so positively received last year, we did them again this year as part of our input gathering process. Deemed the "LCAP Roadshow", the Superintendent and Educational Services team visited each site during a spring staff meeting (March through May, depending on the campus) and provided data and updates on LCAP progress. Staff had the opportunity to share feedback in both an open forum as well as via a survey.<br><br>Year 2 Review: This year, staff had the opportunity to share feedback in both an open forum as well as via a survey. Additionally, teacher leadership provided suggestions for changes to actions within goals at monthly department chair meetings and the Curriculum Council. |
| Superintendents Advisory Council | Developing the LCAP: District-level staff meet quarterly with parent reps of school-connected organizations to review educational data and provide an opportunity for collaboration, sharing thoughts, and offering feedback. On April 19, 2024, district staff provided an overview of the LCAP process and an opportunity to look at district and student data and provide feedback.<br><br>Year 1 Review: District-level staff continue to meet meet quarterly with parent reps of school-connected organizations to review educational data and provide an opportunity for collaboration, sharing |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | thoughts, and offering feedback. On April 28, district staff provided an overview of the LCAP annual review process and an opportunity to look at district and student data and provide feedback.<br><br>Year 2 Review: District-level staff continue to meet meet quarterly with parent reps of school-connected organizations to review educational data and provide an opportunity for collaboration, sharing thoughts, and offering feedback. On May 4, district staff provided an overview of the LCAP annual review process and an opportunity to look at district and student data and provide feedback. |
| Board of Trustees | Developing the LCAP: On April 9, 2024, district-level staff provided the board with a Board Study Session to review survey data, current LCAP metrics and progress, and an opportunity to look at district and student data and provide feedback.<br><br>Year 1 Review: This year, the Board of Trustees were provided an LCAP mid-year update on February 13, 2025.<br><br>Year 2 Review: The Board of Trustees were provided an LCAP mid-year update on February 12, 2026. |
| Employee Associations | Developing the LCAP: District-level meetings are held with both employee associations to review educational data and provide an opportunity for collaboration, sharing thoughts, and offering feedback.<br><br>Year 1 Review: We continued to host regular opportunities to meet with both employee associations to review educational data and provide an opportunity for collaboration, sharing thoughts, and offering feedback.<br><br>Year 2 Review: We continued to host regular opportunities to meet with both employee associations to review educational data and provide an opportunity for collaboration, sharing thoughts, and offering feedback. |
| District Advisory Council (formerly Parent Curricular Advisory Council) | Developing the LCAP: District-level staff meet quarterly with parent reps from each school campus to review educational data and provide an opportunity for collaboration, sharing thoughts, and offering feedback. On May 6, 2024, district staff provided an overview of the |

| Educational Partner(s) | Process for Engagement |
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| | LCAP process and an opportunity to look at district and student data and provide feedback.<br><br>Year 1 Review: District-level staff continue to meet quarterly with parent reps from each school campus to review educational data and provide an opportunity for collaboration, sharing thoughts, and offering feedback. On May 14, 2025, district staff provided an overview of the LCAP annual review process and an opportunity to look at district and student data and provide feedback.<br><br>Year 2 Review: District-level staff continue to meet quarterly with parent reps from each school campus to review educational data and provide an opportunity for collaboration, sharing thoughts, and offering feedback. On April 22, 2026, district staff provided an overview of the LCAP annual review process and an opportunity to look at district and student data and provide feedback. |
| SELPA | Developing the LCAP:The local SELPA, North Council Consortium for Special Education, convenes meetings at least quarterly, where representatives from SDUHSD update the SELPA on the district's progress and data analysis findings.<br><br>Year 1 Review: The local SELPA, North Council Consortium for Special Education, continues to convene meetings at least quarterly, where representatives from SDUHSD update the SELPA on the district's progress and data analysis findings.<br><br>Year 2 Review: The local SELPA, North Council Consortium for Special Education, continues to convene meetings at least quarterly, where representatives from SDUHSD update the SELPA on the district's progress and data analysis findings. |
| DELAC | Developing the LCAP: LCAP metrics and performance data are shared with the DELAC (District English Learner Advisory Committee). The District actively seeks feedback from DELAC members, and their input is taken into consideration during the development of the LCAP. This process allows for an ongoing opportunity for collaboration and insight. |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | Year 1 Review: SDUHSD continues to share LCAP metrics and performance data with the DELAC (District English Learner Advisory Committee). The District actively seeks feedback from DELAC members, and their input is taken into consideration during the development of the LCAP. This process allows for an ongoing opportunity for collaboration and insight. On May 15, 2025, district staff provided an overview of the LCAP annual review process and an opportunity to look at district and student data and provide feedback.<br><br>Year 2 Review: SDUHSD continues to share LCAP metrics and performance data with the DELAC throughout the year. The District actively seeks feedback from DELAC members, and their input is taken into consideration during the development of the LCAP. This process allows for an ongoing opportunity for collaboration and insight. On March 24, 2026, district staff provided an overview of the LCAP annual review process and an opportunity to look at district and student data and provide feedback. |

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

~DEVELOPING THE LCAP~

Designing an LCAP is a collective effort that requires the input of our educational partners – students, families, staff, and community members. Our students are the heartbeat of this plan. EACH AND EVERY SDUHSD student deserves a high-quality education with high expectations from caring adults who love and support them. EACH AND EVERY educational partner deserves a transparent, accessible LCAP so they can feel complete confidence that SDUHSD students are receiving the best educational services possible.

~WHAT INPUT DID EDUCATIONAL PARTNERS PROVIDE?~

We are privileged to have collected thousands of ideas, thoughts, and suggestions for improvement throughout the engagement and development process. Most notably, educational partners expressed appreciation for the opportunity to have their voices heard during this process.

Feedback from educational partners shared common themes, which inspired our 3 LCAP Goals: Access - Belong - Achieve. A summary of feedback within each theme is shared below in bullet points, with the parentheses highlighting which groups expressed this need.

~THEME 1: ACCESS~

Educational partners overwhelmingly wanted to highlight and emphasize the importance of SDUHSD's commitment to ensuring that all students have access to essential resources and services necessary for their academic success. Specifically, they expressed the need for:

- Access to current textbooks and technology (students, faculty & staff, administrators, families)
- Campus supervision, to include common areas and restrooms (faculty & staff, families)
- Clean campuses, with efforts to beautify and maintain facilities (students, faculty & staff, administrators, families)
- Culturally responsive professional learning for educators and staff (students, faculty & staff, administrators, families)
- Data to drive systems of support and intervention (faculty & staff, administrators)
- Access to and inclusion in courses for students, including Honors, AP, IB, and CTE, with an emphasis on inclusion of multilingual learners and students with disabilities (students, faculty & staff, administrators, families)
- Tiered systems of support for students to access curriculum and provide intervention (faculty & staff, administrators, families)
- Multilingual staff to help newcomer students and students learning English access academic and social-emotional support as needed (students, faculty & staff, administrators, families)
- Support for college-bound students, especially first-generation college students, students of socioeconomic disadvantage, and multilingual students through the Advancement Via Individual Determination (AVID) program (students, faculty & staff, administrators, families)
- Additional support and resources for students experiencing homelessness and foster students, such as transportation, cell phones, and school supplies (students, faculty & staff, administrators)
- Language support for families speaking languages other than English to eliminate barriers to communication (students, faculty & staff, administrators, families)

~THEME 2: BELONG~

Educational partners often spoke about belonging. They heavily emphasized inclusivity and the importance of creating and maintaining a sense of belonging for all members of the SDUHSD community. This includes students, staff, families, and educational partners. All partners spoke about the necessity of having a safe environment at school and how collaboration makes SDUHSD stronger. Specifically, they expressed the need for:

- Social workers to continue supporting students (students, faculty & staff, administrators, families)
- Additional tiered targeted support for mental health and wellbeing (provided by counselors, social workers, psychologists, TOSAs, etc.) (students, faculty & staff, administrators, families)
- Community-based partnerships and resources to connect families with additional support, including bilingual support (faculty & staff, administrators, families)
- Continued efforts to recruit and retain staff that reflect our student population; more diversity (students, faculty & staff, administrators, families)
- Emphasis on restorative practices, trauma-informed practices, and belonging (students, faculty & staff, administrators, families)
- Continued support for mental health (students, faculty & staff, administrators, families)
- Proactive intervention to support students with counseling and mental health needs (students, faculty & staff, administrators, families)
- Additional support to reduce suspensions and create a more inclusive learning environment (students, faculty & staff, administrators, families)

~THEME 3: ACHIEVE~

Educational partners were clear that they were proud of SDUHSD's high levels of achievement. They also wanted to ensure that opportunities were equitable for ALL students to achieve whatever their goals might be. Specifically, they expressed the need for:

- Continued professional learning for teachers so they can teach at high levels (faculty & staff, administrators, families)
- Continued access to A-G courses for UC/CSU preparedness (students, faculty & staff, administrators, families)
- Academic Support for students experiencing learning gaps/opportunity gaps (students, faculty & staff, administrators, families)
- Continuum of services and supports for multilingual learners (students, faculty & staff, administrators, families)
- High-quality curriculum materials, including software to enhance learning (students, faculty & staff, administrators, families)
- Additional support for first-generation college-bound students to access college campuses (students, faculty & staff, administrators, families)
- Counseling support for students to explore college and career pathways (students, faculty & staff, administrators, families)
- Assessment, intervention, and outreach to support student learning (faculty & staff, administrators, families)

~HOW DID THE INPUT FROM EDUCATIONAL PARTNERS INFLUENCE THE LCAP?~
In response to the needs identified by educational partners, SDUHSD will implement three LCAP goals that address the themes of ACCESS, BELONG, and ACHIEVE.

Each goal will include actions to address needs within each theme identified through a needs assessment, educational partner input, and Dashboard data. Specifically,

~THEME 1: ACCESS~
The LCAP team met with students, faculty, staff, administrators, parents, and community members to review data and develop this goal around access. For the purpose of SDUHSD, access is defined as ensuring that each student has access to the essential resources and opportunities needed to learn.

- Students commented on how much they value the choices they have to pursue their interests. They want SDUHSD to keep offering many different pathways for learning to meet individual student needs.
- Faculty and staff expressed a positive attitude towards their school working conditions. They shared that they want to continue offering a broad course of study so students can enjoy various opportunities.
- Families expressed their appreciation for the skill set of the teachers and staff who work with their children each day. They want to ensure that SDUHSD continues hiring the best educators so that students can maintain high academic outcomes. They also appreciate the consistent upgrades to facilities and the 1:1 access to technology. Families would like to ensure that our students have access to the most current materials available.

~THEME 2: BELONG~
The LCAP team met with students, faculty, staff, administrators, parents, and community members to review data and develop this goal around belonging. During this time, we noticed discrepancies in outcomes for student groups in the area of suspension rates. Specifically, SDUHSD received a red indicator for African American students and an orange indicator for English Learners, Hispanic students, and students with disabilities. Further examination of data gained from student empathy interviews and the CalSCHLS surveys, including the California Healthy Kids Survey, California School Staff Survey, and California School Parent Survey, underscored the fact that while many of our students, staff, and families feel connected to school, not everyone feels a sense of belonging.

- Students commented on how much they value their relationships with caring adults on campus. They enjoy being recognized for their contributions to the school community. Students also commented that they did not necessarily feel as though they had strong relationships with all staff or that they were able to make meaningful contributions to school. It is very important to students that they are known by name on campus and seen, heard, and respected.
- Faculty and staff expressed an overall positive attitude towards their school working environment, citing positive relationships with colleagues. Some faculty felt as though student behavior was problematic, and many expressed a desire to learn about community building in order to enhance the culture of their campuses.
- Families felt as though the schools do a nice job of communicating and informing them how to partner with them in order to support their children. At the same time, families expressed a desire to be more involved with the school community.

~THEME 3: ACHIEVE~
As the LCAP team met with students, faculty, staff, administrators, parents, and community members to review data and develop a goal around academic achievement, each group collectively realized that "each and every" SDUHSD student is not yet demonstrating academic growth or optimizing their individual potential, as we commit to in the Unity of Purpose statement. Our data shows that there are groups of students in our district who are experiencing educational gaps, and we conducted interviews and engagement sessions to gather feedback as to how to improve.

- Students commented on the need to feel represented in the curriculum and their desire to engage with meaningful academic work. They also expressed feeling like post-secondary choices, such as going to community college or directly to career, were stigmatized. They wanted all post-secondary pathways to be elevated and celebrated equally.
- Faculty and staff expressed a deep desire for all students, including students who may not be diploma-bound, to have opportunities for a choice-filled future. Faculty commented on the importance of supporting academic growth in all forms, and over the course of this LCAP, they want to review systems that may be unintentionally contributing to gaps in achievement and opportunities for students.

Families celebrate SDUHSD's rigorous environment but are concerned that too much emphasis is being placed on four-year universities. They want students to be exposed to a broad curriculum with a multitude of voices from diverse backgrounds so they can be prepared for life beyond SDUHSD.

In addition to informing the above goals and actions, feedback from educational partners has influenced the following aspects of the LCAP process:

- A Board Study Session to collaboratively understand the purpose of the LCAP and communicate with constituents about the work SDUHSD is doing.
- Improved practices for communicating metrics and displaying metric data.
- Using feedback from educational partners to provide a detailed explanation of each goal, including why the goal was developed, what data was used to develop each goal, in what ways input from educational partners led to the development of the goal, and finally, a deeper look at the goal.
- A cohesive focus around actions designed to increase or improve services for unduplicated student groups and students receiving a red dashboard indicator.

YEAR 1: REVIEW & ANNUAL UPDATE
The LCAP serves as a dynamic blueprint, guiding our district, SDUHSD, to implement effective practices and strategies informed by our valued educational partners, all with the aim of enhancing outcomes for each and every student. We deeply value the unique insights, ideas, and contributions of our educational partners, and this year, we significantly evolved our collaborative approach. Here's a glimpse into our LCAP annual update process:

~WHAT INPUT DID EDUCATIONAL PARTNERS PROVIDE?~

- This year, SDUHSD continued to host listening circles and empathy interviews, designed to understand the diverse needs of our student population, including those thriving academically, students who had experienced recent suspensions, English language learners, students of color, and students with disabilities.
- SDUHSD continued its partnership with the National Conflict Resolution Center (NCRC) through the One San Dieguito Initiative
- Our bilingual parent liaisons made personal phone calls to invite community members to come to forums, including Multilingual Family Night and Parent Institute for Quality Education (PIQE). Additionally, emails were sent to all staff, and messages were distributed to families via Parent Square.
- Through the "LCAP Roadshow," every school site was visited to share Dashboard results with staff. This provided a direct avenue for staff to offer their insights to district leadership, directly influencing the LCAP's development.
- SDUHSD continued to engage directly with student advisory committees and leadership groups to gather their perspectives on district successes, areas needing improvement, and overall student needs.
- Surveys were administered to staff, families, and students to gather specific input on student needs and solicit suggestions for potential actions to address them.
- Site administrators and teacher leaders reviewed and analyzed Dashboard data and local metrics. This collaborative effort involved conducting root cause analyses to understand the unique needs of each campus and brainstorming potential solutions.

~HOW DID THE INPUT FROM EDUCATIONAL PARTNERS INFLUENCE THE LCAP?~
For the LCAP annual update, the input from our educational partners was central in affirming the need to stay the course with our current goals and actions. Their valuable perspectives centered on the interconnected themes of ACCESS, BELONG, and ACHIEVE and provided thoughts for improvements and enhancements going into the 25-26 school year.

~THEME 1: ACCESS~
Our collaborative cycle of continuous improvement involved engaging students, faculty, staff, administrators, parents, and community members in a thorough review of data to shape our understanding of access. Within SDUHSD, we define access as ensuring every student is equipped with the necessary resources and services to thrive in their learning journey. Notably:

- Students highlighted the importance of having diverse learning pathways to pursue their passions. Their feedback emphasized the need to maintain and expand offerings in a broad course of study.
- Faculty and staff expressed satisfaction with their working conditions and underscored the value of providing a wide-ranging curriculum to cater to varied student interests and goals.
- Families voiced their appreciation for the expertise and dedication of our educators. They stressed the importance of continuing to recruit and retain highly qualified teachers and staff to sustain strong academic outcomes. Furthermore, they acknowledged the positive impact of ongoing facility upgrades and the 1:1 Chromebook initiative, advocating for students to have access to the most up-to-date learning materials.

~THEME 2: BELONG~
Through discussions with students, faculty, staff, administrators, parents, and community members, belonging continues to be a district-focused goal. Overall, there is consensus on the importance of creating welcoming spaces where all have the opportunity to contribute. While SDUHSD continues to improve, surveys highlight the fact that while many in our community feel connected to school, a significant portion does not yet experience a strong sense of belonging. Specifically:

- Students emphasized the significance of positive relationships with caring adults on campus and the value of being recognized for their contributions to the school community. They expressed a desire for stronger connections with all staff members and more opportunities to make meaningful contributions. Being known by name, seen, heard, and respected were identified as crucial elements of belonging.
- Faculty and staff generally reported positive experiences in their school working environment, particularly noting strong relationships with colleagues. However, some expressed concerns about student behavior and a desire for professional development in community building to enhance the overall culture on their campuses.
- Families appreciated the district's communication efforts and the information provided on how to partner in their children's education. Simultaneously, they expressed a desire for greater involvement within the broader school community.

~THEME 3: ACHIEVE~
Through both survey data and our collaborative sessions with students, faculty, staff, administrators, parents, and community members to address academic achievement, a collective understanding emerged: not all SDUHSD students are demonstrating consistent academic growth or reaching their full individual potential, a commitment outlined in our Unity of Purpose statement. Our data indicates that opportunity gaps persist for certain student groups, prompting further interviews and engagement sessions to gather feedback on how to drive improvement for these groups. Feedback includes:

- Students expressed the need for curriculum that reflects their identities and a desire for engaging and meaningful academic work. They also noted a perceived stigma around post-secondary pathways other than four-year universities, advocating for equal recognition and celebration of all options, including community college and direct entry into careers.
- Faculty and staff shared a strong commitment to ensuring all students, including those not on a traditional diploma track, have opportunities for fulfilling futures. They emphasized the importance of supporting academic growth in diverse forms and expressed a commitment to examining systems that may unintentionally contribute to achievement and opportunity gaps.
- Families celebrated SDUHSD's rigorous academic environment but raised concerns about a potential overemphasis on four-year universities. They advocated for a broad curriculum that incorporates diverse voices and perspectives to prepare students for a wide range of life experiences beyond SDUHSD.

YEAR 2: REVIEW & ANNUAL UPDATE
The LCAP serves as our district's living roadmap. As we enter Year 2 of our current three-year cycle, SDUHSD remains committed to a "continuous improvement" model. This year was defined by deepening our existing partnerships and moving from gathering broad feedback to targeted co-designing of solutions with our educational partners.

~HOW DID THE INPUT FROM EDUCATIONAL PARTNERS INFLUENCE THE LCAP?~
Feedback from our educational partners was the cornerstone of our annual review process, providing the qualitative data necessary to measure our progress. This year, the consultation process moved into a deeper phase of the Plan-Do-Study-Act cycle. Partner input validated our overarching framework of ACCESS, BELONG, and ACHIEVE, but more importantly, it provided the "why" behind our data trends. This collaborative analysis directly influenced the recalibration of our 2025-26 actions, ensuring that our resources are deployed with greater intentionality and impact.

~WHAT INPUT DID EDUCATIONAL PARTNERS PROVIDE?~
- Expanded Data Literacy: "The 'LCAP Roadshow' evolved this year; rather than just sharing Dashboard results, we engaged staff in data-mining sessions to identify specific trends within student subgroups, leading to more localized site-based interventions.
- Targeted Outreach: Building on last year's bilingual outreach, we launched 'Community Hub' meetings in partnership with local organizations to reach families who historically have lower participation rates in digital surveys.
- Student Agency: Student advisory groups moved beyond 'feedback' to 'action-planning,' where students helped review the efficacy of current mental health resources and programs that foster belonging.

~THEME 1: ACCESS~
As we move deeper into our LCAP work, it is suggested that we expand our definition of access to prioritize mental health and wellness resources, ensuring that every student has the emotional and psychological support necessary to fully engage in their learning
- Student Wellbeing as a Priority: Students highlighted that mental health support is a prerequisite for academic engagement. Their feedback emphasized the need for low-barrier access to counseling and wellness centers, requesting that these services be integrated into the natural flow of the school day

rather than being "extra" or difficult to navigate.
- Digital Equity: While the 1:1 Chromebook initiative is stable, feedback shifted toward digital citizenship and AI literacy, ensuring students not only have the hardware but the skills to navigate a changing technological landscape safely.
- Staff Retention: Families emphasized that 'access' includes access to consistent, experienced educators. We are responding by enhancing our future administrator pipeline and new-teacher mentorship programs to ensure long-term stability across all school sites.

~THEME 2: BELONG~
Feedback from our community emphasizes the need for our focus on belonging to evolve into a proactive strategy to combat chronic absenteeism, rooted in the belief that students are most successful when they feel a deep, personal connection to a school community that misses them when they are gone.
- Refining School Climate: While connection remains high, the 'belonging gap' for marginalized groups persisted in survey data. This has prompted a Year 3 shift toward Restorative Practices training for all staff to better manage classroom environments and reduce exclusionary discipline.
- Relational Capacity: Students explicitly asked for 'unstructured' time to connect with staff. As a result, beginning with the 2026-2027 school year, we have moved all middle schools to a single bell schedule to foster the 'known by name' culture they value.
- Peer-to-Peer Connection: Faculty noted that belonging isn't just adult-to-student; it’s student-to-student. We are prioritizing support for student-led affinity groups and inclusive lunchtime programming.

- Data-Informed Belonging: Use Year 3 to cross-reference School Climate Survey data with attendance records. This allows the district to see if specific subgroups who report a low sense of belonging also have higher absenteeism rates, allowing for more localized, targeted interventions.

~THEME 3: ACHIEVE~
Students have been clear that as we move forward, we must consider refining our definition of achievement to include diverse post-secondary pathways, ensuring that every student—regardless of their chosen career or college track—is celebrated and prepared for life beyond graduation.

- All Post-Secondary Paths are Possible: A major takeaway from Year 2 engagement was the need to de-stigmatize non-traditional pathways. We are seeking ways to include 'Post-Secondary Success' metrics that equally value community college, trade certifications, gap years, and military service in next year's LCAP rewrite.
- Curricular Representation: Students and families called for a 'Mirror and Window' curriculum—one that reflects their own identities (mirrors) and provides insights into others (windows). We continue to audit our instructional materials to ensure diverse perspectives are integrated.
- Closing the Gap: Staff suggested moving away from 'one-size-fits-all' interventions. In Year 3, we are implementing Multi-Tiered Systems of Support (MTSS) more rigorously to provide 'just-in-time' academic help rather than 'just-in-case' remediation.

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | ACCESS: SDUHSD will provide all students with ACCESS to services, a broad course of study, facilities, materials, and support necessary to learn. | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

~WHY WAS THIS GOAL DEVELOPED?~
Providing equitable access to educational resources and support for all students is crucial because it ensures that every student, regardless of their background or circumstances, has an opportunity to learn and grow. It is aligned with the SDUHSD Unity of Purpose statement, which stresses the importance of providing a high-quality education to EACH AND EVERY student to optimize their individual potential.

~WHAT DATA WAS USED TO DEVELOP THIS GOAL?~
This data is measured using the Dashboard local indicators, for which SDUHSD received a score of "Standard Met" on all. Specifically, the FIT tool provides a deeper look at the condition of facilities across the district. The Human Resources team provides the TAMO report, which provides transparency with the credentials that teachers hold. Course audits and master schedules provide transparency for course access.

~IN WHAT WAYS DID INPUT FROM EDUCATIONAL PARTNERS LEAD TO THE DEVELOPMENT OF THIS GOAL?~
The LCAP team met with students, faculty, staff, administrators, parents, and community members to review data and develop this goal around access. Access means many things to different people. For the purpose of SDUHSD, access is defined as ensuring that each and every student is able to access the essential resources and opportunities needed to learn.

- Students commented on how much they value the choices they have to pursue their interests. They want SDUHSD to keep offering many different pathways for learning, including CTE, AP and independent study.
- Faculty and staff expressed an overall positive attitude towards their school working conditions. They shared that they want to continue offering a broad course of study so students can enjoy various opportunities.
- Families expressed their appreciation for the skillset of the teachers and staff who work with their children each day. They want to ensure that SDUHSD continues hiring the best educators so that students can maintain high academic outcomes. They also appreciate the consistent upgrades to facilities and the 1:1 access to technology. Families would like to ensure that our students have access to the most current materials available.

~A DEEPER LOOK AT THIS GOAL~
Access is the foundation to a strong education. The language for this goal, "SDUHSD will provide all students with ACCESS to services, a

broad course of study, facilities, materials, and support necessary to learn," is intentionally written to capture the spirit of the following areas:

Equity in Education: Providing equal access to services, resources, and support levels the playing field for students from diverse backgrounds. It promotes fairness and equity in education, ensuring that every student has the opportunity to succeed regardless of their socioeconomic status, abilities, or circumstances.

Maximizing Potential: Access to a broad course of study and resources allows students to explore their interests, talents, and potential. It empowers them to pursue diverse academic pathways, discover new passions, and develop a well-rounded skill set that prepares them for future success in college, careers, and life.

Personalized Learning: Access to services and support enables personalized learning experiences tailored to each student's needs, strengths, and learning styles. This approach fosters academic growth, engagement, and self-confidence as students receive the individualized attention and resources necessary to reach their full potential.

Inclusive Environment: Providing access to facilities, materials, and support fosters an inclusive learning environment where all students feel valued, respected, and supported. It promotes a sense of belonging and community, encourages collaboration and diversity of thought, and enhances overall student well-being and academic outcomes.

Preparation for the Future: Equipping students with the necessary resources, skills, and support prepares them for the challenges and opportunities of the future. Whether pursuing higher education, entering the workforce, or contributing to society, students who have access to a comprehensive education are better prepared to navigate and succeed in an ever-changing world.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | Basic Services: Fully Credentialed and Appropriately Assigned Teachers (Priority 1)<br><br>Percentage of teachers appropriately credentialed and assigned<br><br>Source: DataQuest \| Teacher Misassignment | The most recent TAMO report publicly available from 2021-2022 shows the following:<br><br>Total teaching FTE: 521.8<br>Clear: 91.9%<br>Out-of-field: 2.4%<br>Intern: 0.3%<br>Ineffective: 1.5%<br>Incomplete:0.3% | The most recent TAMO report publicly available from 2022-2023 shows the following:<br><br>Total teaching FTE: 531.5<br>Clear: 94.1%<br>Out-of-field: 2.7%<br>Intern: 0.0%<br>Ineffective: 1.2% | The most recent TAMO report publicly available from 2023-2024 shows the following:<br><br>Total teaching FTE: 537.8<br>Clear: 92.1%<br>Out-of-field: 2.4%<br>Intern: 0.1%<br>Ineffective: 1.8% | Given the current teacher shortage in certain subject areas, SDUHSD will strive to have >96% of teachers appropriately credentialed and assigned. | Total teaching FTE: +16<br>Clear: +0.2%<br>Out-of-field: 0%<br>Intern: -0.2%<br>Ineffective: +0.3%<br>Incomplete: +3.2% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Monitoring Outcomes (TAMO) Report | | Incomplete:1.9% | Incomplete: 3.5% | | |
| 1.2 | Basic Services: Access to Standards–Aligned Instructional Materials (Priority 1)<br><br>Percentage of pupils in the school district with sufficient access to the standards-aligned instructional materials<br><br>Source: Fall Williams Textbook Sufficiency Report presented to the Board of Trustees | The most recent Williams textbook sufficiency report was presented to the Board of Trustees on September 12, 2023. 100% of SDUHSD students are provided with sufficient standards-aligned textbooks or other instructional materials that are consistent with the adoption cycles and content of the curriculum frameworks. | The most recent Williams textbook sufficiency report was presented to the Board of Trustees on September 12, 2024. 100% of SDUHSD students are provided with sufficient standards-aligned textbooks or other instructional materials that are consistent with the adoption cycles and content of the curriculum frameworks. | The most recent Williams textbook sufficiency report was presented to the Board of Trustees on September 11, 2025. 100% of SDUHSD students are provided with sufficient standards-aligned textbooks or other instructional materials that are consistent with the adoption cycles and content of the curriculum frameworks. | SDUHSD will continue to provide 100% of students with sufficient standards-aligned textbooks or other instructional materials that are consistent with the adoption cycles and content of the curriculum frameworks. | 100% of SDUHSD students have maintained sufficient access to the standards aligned instructional materials. |
| 1.3 | Basic Services: Facilities in “Good” Repair as Measured by Facility Inspection Tool (FIT) (Priority 1)<br><br>Number of schools with a good or exemplary rating as measured by the FIT tool<br><br>Source: Facility Inspection Tool (FIT) | The most recent FIT ratings, given in April 2024, are as follows:<br><br>CCA- Good - 95.95%<br>CVMS- Good - 90.97%<br>DNO- Poor - 71.23%<br>EWMS- Good - 96.77%<br>LCC- Poor - 59.23%<br>OCMS- Good - 98.43%<br>PTMS- Fair - 84.96%<br>SDA- Poor - 72.51%<br>Sunset- Fair - 84.58%<br>TPHS- Fair - 82.30% | The most recent FIT ratings, given in April 2025, are as follows:<br><br>CCA- Good - 96.21%<br>CVMS- Good - 97.38%<br>DNO- Good - 97.71%<br>EWMS- Good - 98.58%<br>LCC- Good - 97.12% | The most recent FIT ratings, given in April 2025, are as follows:<br><br>CCA - Good - 96.49%<br>CVMS - Fair - 85.31%<br>DNO - Fair - 86.12%<br>EWMS - Good - 98.89%<br>LCC - Exemplary - 99.06% | All 10 of SDUHSD schools will receive an overall "G` Repair" rating working in collaboration with the maintenance and facilities department. | CCA: Good - (+0.54%)<br>CVMS: Declined to Fair - (-5.66%)<br>DNO: Improved to Fair (+14.89%)<br>EWMS: Good (+2.12%)<br>LCC: Improved to Exemplary (+39.83%)<br>OCMS: Good (+.47%)<br>PTMS: Improved to Good (+12.6%) |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | OCMS- Fair - 85.95%<br>PTMS- Good - 98.57%<br>SDA- Good - 98.05%<br>Sunset- Exemplary - 99.78%<br>TPHS- Fair - 77.21% | OCMS - Good - 98.9%<br>PTMS - Good - 97.56%<br>SDA - Exemplary - 99.09%<br>Sunset - Exemplary - 99.35%<br>TPHS - Poor - 70.83% | | SDA: Improved to Exemplary (+26.58%)<br>Sunset: Improved to Exemplary (+14.77%)<br>TPHS: Declined to Fair (-11.47%) |
| 1.4 | Basic Services: Williams Complaints as Measured by Quarterly Board Report (Priority 1)<br><br>Number of Williams Complaints<br><br>Source: Quarterly Williams Complaint Board Report | 2023-24 Williams quarterly complaint reports were submitted for Board acceptance on the following dates: 10/26/23, 1/10/24, and 4/8/24.<br><br>One complaint was reported in Quarter 3. | 2024-25 Williams quarterly complaint reports were submitted for Board acceptance on the following dates: 8/4/24, 10/17/24, 1/23/25, and 4/23/25.<br><br>Five complaints were reported total. | 2025-26 Williams quarterly complaint reports were submitted for Board acceptance on the following dates: 8/7/25, 10/16/25, 1/22/26, and 4/23/26.<br><br>One complaint was reported total. | SDUHSD strives for 0 Williams Complaints. | Williams complaints remained the same as the baseline. |
| 1.5 | Implementation of State Standards (Priority 2)<br><br>Progress in implementing state academic standards across all content areas, including access for English Learners. | On the 2023-2024 California Dashboard, SDUHSD received a "Standard Met" on the local indicator. Using the reflection tool for local indicator #2, questions #1,2, and 3 (progress in providing professional learning, making instructional materials available, and | On the 2024-2025 California Dashboard, SDUHSD received a "Standard Met" on the local indicator. Using the reflection tool for local indicator #2, questions #1,2, and 3 (progress in providing | On the 2025-2026 California Dashboard, SDUHSD received a "Standard Met" on the local indicator. Using the reflection tool for local indicator #2, questions #1,2, and 3 (progress in providing | SDUHSD will continue to maintain "Standard Met" on the Local Indicator for Implementation of State Standards. We strive to receive 4s or higher in each area. | ELA: No Change<br><br>ELD: Professional Learning: +2<br>Instructional Materials:+1<br>Improving Instruction: +1<br><br>Math: No Change |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Source: California School Dashboard Local Indicator Reflection Tool Rating Scale 2.1, 2.2, 2.3 | implementing policies to support instructional improvement) with the following rating scale are as follows:<br><br>1. Exploration and Research Phase<br>2. Beginning Development<br>3. Initial Implementation<br>4. Full Implementation<br>5. Full Implementation and Sustainability<br><br>ELA:<br>Professional Learning: 5<br>Instructional Materials: 4<br>Improving Instruction: 4<br><br>ELD:<br>Professional Learning: 2<br>Instructional Materials: 3<br>Improving Instruction: 3<br><br>Math:<br>Professional Learning: 5<br>Instructional Materials: 4<br>Improving Instruction: 4<br><br>NGSS: | professional learning, making instructional materials available, and implementing policies to support instructional improvement) with the following rating scale are as follows:<br><br>1. Exploration and Research Phase<br>2. Beginning Development<br>3. Initial Implementation<br>4. Full Implementation<br>5. Full Implementation and Sustainability<br><br>ELA:<br>Professional Learning: 5<br>Instructional Materials: 4<br>Improving Instruction: 4<br><br>ELD:<br>Professional Learning: 3 | professional learning, making instructional materials available, and implementing policies to support instructional improvement) with the following rating scale are as follows:<br><br>1. Exploration and Research Phase<br>2. Beginning Development<br>3. Initial Implementation<br>4. Full Implementation<br>5. Full Implementation and Sustainability<br><br>ELA:<br>Professional Learning: 5<br>Instructional Materials: 4<br>Improving Instruction: 4<br><br>ELD:<br>Professional Learning: 4 | | NGSS: Instructional Materials: +1<br>No change in other metrics<br><br>HSS: No Change |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Professional Learning: 5<br>Instructional Materials: 4<br>Improving Instruction: 4<br><br>HSS:<br>Professional Learning: 5<br>Instructional Materials: 4<br>Improving Instruction: 4 | Instructional Materials: 3<br>Improving Instruction: 4<br><br>Math:<br>Professional Learning: 5<br>Instructional Materials: 4<br>Improving Instruction: 4<br><br>NGSS:<br>Professional Learning: 5<br>Instructional Materials: 4<br>Improving Instruction: 4<br><br>HSS:<br>Professional Learning: 5<br>Instructional Materials: 4<br>Improving Instruction: 4 | Instructional Materials: 4<br>Improving Instruction: 4<br><br>Math:<br>Professional Learning: 5<br>Instructional Materials: 4<br>Improving Instruction: 4<br><br>NGSS:<br>Professional Learning: 5<br>Instructional Materials: 5<br>Improving Instruction: 4<br><br>HSS:<br>Professional Learning: 5<br>Instructional Materials: 4<br>Improving Instruction: 4 | | |
| 1.6 | Access to and enrollment in a broad course of study (Priority 7)<br><br>Enrollment in Advanced Placement (AP) classes* | All students: 4,967 (56.3% of HS cohort)<br><br>Multilingual Learners: 44 (12% of HS MLL cohort)<br><br>Students of socioeconomic | All students: 4,490 (52% of HS cohort)<br><br>Multilingual Learners: 30 (8% of HS MLL cohort)<br><br>Students of socioeconomic | All students: 4,595 (55.6% of HS cohort)<br><br>Multilingual Learners: 39 (13% of HS MLL cohort) | SDUHSD will increase access to and enrollment in AP courses by 5%. | Overall Decrease of 0.7%; enrollment decrease of 372 students<br><br>Multilingual Learners: Increase |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Source: Aeries \| Course enrollment records | disadvantage: 735 (46% of HS SED cohort)<br><br>Students with disabilities: 90 (10% of HS SWD cohort)<br><br>Foster Youth: 0 (0% of HS FY cohort) | disadvantage: 606 (38% of HS SED cohort)<br><br>Students with disabilities: 116 (12% of HS SWD cohort)<br><br>Foster Youth: 0 (0% of HS FY cohort) | Students of socioeconomic disadvantage: 594 (38.7% of HS SED cohort)<br><br>Students with disabilities: 130 (14.7% of HS SWD cohort)<br><br>Foster Youth: 0 (0% of HS FY cohort) | | of 1%; decrease of 5 students<br><br>Students of Socioeconomic Disadvantage: Decrease of 7.3%; decrease of 141 students<br><br>Students with Disabilities: Increase of 4.7%, increase of 40 students<br><br>Foster Youth: No change |
| 1.7 | Access to and enrollment in a broad course of study (Priority 7)<br><br>Enrollment in Visual and Performing Arts (VAPA) classes*<br><br>Source: Aeries \| Course enrollment records | All students: 5,395 (61% of HS cohort)<br><br>Multilingual learners: 165 (45% of HS MLL cohort)<br><br>Students of socioeconomic disadvantage: 996 (63% of HS SED cohort)<br><br>Students with disabilities: 380 (40% of HS SWD cohort)<br><br>Foster Youth: 0 (0% of HS FY cohort) | All students: 4,786 (55% of HS cohort)<br><br>Multilingual learners: 112 (31% of HS MLL cohort)<br><br>Students of socioeconomic disadvantage: 871 (55% of HS SED cohort)<br><br>Students with disabilities: 447 (48% of HS SWD cohort) | All students: 3,793 (45.9% of HS cohort)<br><br>Multilingual Learners: 116 (38.9% of HS MLL cohort)<br><br>Students of socioeconomic disadvantage: 636 (41.4% of HS SED cohort)<br><br>Students with disabilities: 374 (42.3% of HS SWD cohort) | SDUHSD will increase access to and enrollment in VAPA courses by 5%. | Overall Decrease of 15.1%; enrollment decrease of 1,602 students<br><br>Multilingual Learners: Decrease of 6.1%; decrease of 49 students<br><br>Students of Socioeconomic Disadvantage: Decrease of 21.61%; decrease of 360 students |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | Foster Youth: 0 (0% of HS FY cohort) | Foster Youth: 0 (0% of HS FY cohort) | | Students with Disabilities: Increase of 2.3%, decrease of 6 students<br><br>Foster Youth: No change |
| 1.8 | Access to and enrollment in a broad course of study (Priority 7)<br><br>Enrollment in AVID*<br><br>Source: Aeries \| Course enrollment records | All students: 336 (3.8% of HS cohort)<br><br>Multilingual learners: 50 (14% of HS MLL cohort)<br><br>Students of socioeconomic disadvantage: 181 (11% of HS SED cohort)<br><br>Students with disabilities: 30 (3% of HS SWD cohort)<br><br>Foster Youth: 0 (0% of HS FY cohort) | All students: 302 (3.5% of HS cohort)<br><br>Multilingual learners: 26 (7% of HS MLL cohort)<br><br>Students of socioeconomic disadvantage: 145 (9% of HS SED cohort)<br><br>Students with disabilities: 19 (2% of HS SWD cohort)<br><br>Foster Youth: 0 (0% of HS FY cohort) | All students: 345 (4.1% of HS cohort)<br><br>Multilingual Learners: 17 (9.0% of HS MLL cohort)<br><br>Students of socioeconomic disadvantage: 148 (9.6% of HS SED cohort)<br><br>Students with disabilities: 19 (2.1% of HS SWD cohort)<br><br>Foster Youth: 0 (0% of HS FY cohort) | SDUHSD will increase access to and enrollment in AVID courses for students by 5%. | Overall increase of 0.3%; enrollment increase of 9 students<br><br>Multilingual Learners: Decrease of 5%; decrease of 33 students<br><br>Students of Socioeconomic Disadvantage: Decrease of 1.4%; decrease of 33 students<br><br>Students with Disabilities: Decrease of 0.9%, decrease of 11 students<br><br>Foster Youth: No change |
| 1.9 | Access to and enrollment in a broad | SDUHSD offers 17 CTE pathways across multiple industries. | SDUHSD offers 17 CTE pathways | SDUHSD offers 17 CTE pathways | Maintain 17 CTE pathways. | 17 CTE pathways have been maintained. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | course of study (Priority 7)<br><br>Number of Career and Technical Education (CTE) pathways offered<br><br>Source: Aeries \| Course enrollment records | | across multiple industries. | across multiple industries. | | |
| 1.10 | Access to and enrollment in a broad course of study (Priority 7)<br><br>Enrollment in Career and Technical Education courses*<br><br>Source: Aeries \| Course enrollment records | All Students: 4,936 (56% of HS cohort)<br><br>Multilingual learners: 121 (33% of HS MLL cohort)<br><br>Students of socioeconomic disadvantage: 873 (55% of HS SED cohort)<br><br>Students with disabilities: 276 (29% of HS SWD cohort)<br><br>Foster Youth: 0 (0% of HS FY cohort) | All Students: 5,221 (60% of HS cohort)<br><br>Multilingual learners: 92 (25% of HS MLL cohort)<br><br>Students of socioeconomic disadvantage: 849 (53% of HS SED cohort)<br><br>Students with disabilities: 405 (43% of HS SWD cohort)<br><br>Foster Youth: 0 (0% of HS FY cohort) | All students: 4,762 (57.7% of HS cohort)<br><br>Multilingual Learners: 102 (34.2% of HS MLL cohort)<br><br>Students of socioeconomic disadvantage: 735 (56.3%)<br><br>Students with disabilities: 432 (48.9% of HS SWD cohort)<br><br>Foster Youth: 0 (0% of HS FY cohort) | Target is for CTE Enrollment to increase each year by 1% for all students; 2% for MLL students, students of socioeconomic disadvantage, students with disabilities, and foster youth. | Overall increase of 1.7%; enrollment decrease of 174 students<br><br>Multilingual Learners: Increase of 1.2%; decrease of 19 students<br><br>Students of Socioeconomic Disadvantage: Increase of 1.3%; decrease of 138 students<br><br>Students with Disabilities: Increase of 19.9%, increase of 156 students<br><br>Foster Youth: No change |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.11 | Access to and enrollment in a broad course of study (Priority 7)<br><br>Enrollment in Dual Enrollment courses*<br><br>Source: Aeries \| Course enrollment records | All students: 2,561 (29% of HS cohort)<br><br>Multilingual learners: 72 (19% of HS MLL cohort)<br><br>Students of socioeconomic disadvantage: 482 (30% of HS SED cohort)<br><br>Students with disabilities: 118 (13% of HS SWD cohort)<br><br>Foster Youth: 0 (0% of HS FY cohort) | All students: 3,494 (40% of HS cohort)<br><br>Multilingual learners: 50 (14% of HS MLL cohort)<br><br>Students of socioeconomic disadvantage: 560 (35% of HS SED cohort)<br><br>Students with disabilities: 263 (28% of HS SWD cohort)<br><br>Foster Youth: 0 (0% of HS FY cohort) | All students: 3,600 (43.6% of HS cohort)<br><br>Multilingual Learners: 60 (20.1% of HS MLL cohort)<br><br>Students of socioeconomic disadvantage: 528 (59.7% of HS SED cohort)<br><br>Students with disabilities: 288 (32.6% of HSS SWD cohort)<br><br>Foster Youth: 0 (0% of HS FY cohort) | SDUHSD will increase access to and enrollment in Dual Enrollment courses by 5%. | Overall increase of 14.6%; enrollment increase of 1,039 students<br><br>Multilingual Learners: Increase of 1.1%; decrease of 12 students<br><br>Students of Socioeconomic Disadvantage: Increase of 29.7%; increase of 46 students<br><br>Students with Disabilities: Increase of 19.6%, increase of 170 students<br><br>Foster Youth: No change |
| 1.12 | Access to and enrollment in a broad course of study (Priority 7)<br><br>Programs and services developed and provided to students with exceptional needs: Number of students participating in Co-Taught programs | 2023-24 student information system data on the number of students in co-taught programs:<br><br>459 (53% of HS SWD cohort) high school SWDs are enrolled in a Co-Taught ELA class for the 2023-2024 school year. | 2024-25 student information system data on the number of students in co-taught programs:<br><br>466 (50% of HS SWD cohort) high school SWDs are enrolled in a Co-Taught ELA class | 2025-26 student information system data on the number of students in co-taught programs:<br><br>510 (58% of HS SWD cohort) high school SWDs are enrolled in a Co-Taught ELA class | Increase the number of students participating in co-taught classes by 5%. | High School:<br>ELA: Increase of 5%, increase of 51 students<br><br>Math: Decrease of 0.46%, increase of 2 students<br><br>Science: Decrease of 0.51%, |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Source: Aeries \| Course Enrollment records | 265 (30.66% of HS SWD cohort) high school SWDs are enrolled in a Co-Taught Math class for the 2023-2024 school year.<br><br>214 (24.71% of HS SWD cohort) high school SWDs are enrolled in a Co-Taught Science class for the 2023-2024 school year.<br><br>94 (10.85% of HS SWD cohort) high school SWDs are enrolled in a Co-Taught Social Science class for the 2023-2024 school year<br><br>294 (61.89% of MS SWD cohort) middle school SWDs are enrolled in a co-taught ELA class for the 2023-2024 school year.<br><br>171 (36% of MS SWD cohort) middle school SWDs are enrolled in a Co-Taught Math class for the 2023-2024 school year. | 262 (28.11% of HS SWD cohort) high school SWDs are enrolled in a Co-Taught Math class<br><br>197 (21.13% of HS SWD cohort) high school SWDs are enrolled in a Co-Taught Science class<br><br>169 (18.1% of HS SWD cohort) high school SWDs are enrolled in a Co-Taught Social Science class<br><br>287 (60.67% of MS SWD cohort) middle school SWDs are enrolled in a co-taught ELA class<br><br>166 (35.1% of MS SWD cohort) middle school SWDs are enrolled in a Co-Taught Math class | 267 (30.2% of HS SWD cohort) high school SWDs are enrolled in a Co-Taught Math class<br><br>214 (24.2%) high school SWDs are enrolled in a Co-Taught Science class<br><br>172 (19.45%) high school SWDs are enrolled in a Co-Taught Social Science class<br><br>281 (61.2%) middle school SWDs are enrolled in a co-taught ELA class<br><br>168 (36.6%) middle school SWDs are enrolled in a Co-Taught Math class<br><br>10 (2.17%) middle school SWDs are enrolled in a Co-Taught Science class | | maintained 214 students<br><br>Social Science: Increase of 8.6%; increase of 78 students<br><br>Middle School: ELA: Decrease of 0.69%; decrease of 13 students.<br><br>Math: Increase of 0.6%; decrease of 3 students<br><br>Science: Decrease of 2.83%; decrease of 14 students<br><br>Social Studies: Decrease of 3.4%; decrease of 17 students |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | 24 (5% of MS SWD cohort) middle school SWDs are enrolled in a Co-Taught Science class for the 2023-2024 school year.<br><br>29 (6% of MS SWD cohort) middle school SWDs are enrolled in Co-Taught Social Studies classes for the 2023-2024 school year.<br><br>*SWD stands for students with disabilities | 0 (0% of MS SWD cohort) middle school SWDs are enrolled in a Co-Taught Science class<br><br>24 (6% of MS SWD cohort) middle school SWDs are enrolled in Co-Taught Social Studies classes | 12 (2.6%) middle school SWDs are enrolled in Co-Taught Social Studies classes | | |
| 1.13 | Facilities (Priority 1)<br><br>Percentage of respondents who believe that their school has clean and well-maintained facilities, as measured by CALSCHLS questions which ask:<br><br>STUDENTS:<br>My school is usually clean and tidy.<br><br>STAFF:<br>This school has clean and well-maintained facilities and property.<br><br>PARENTS: | Percentage of respondents who believe that their school has clean and well-maintained facilities, as measured by CALSCHLS:<br><br>Students: 58%<br><br>Staff: 83%<br><br>Parents: 84% | Percentage of respondents who believe that their school has clean and well-maintained facilities, as measured by CALSCHLS survey administered in December, 2024:<br><br>Students: 60%<br><br>Staff: 87%<br><br>Parents: 87% | Percentage of respondents who believe that their school has clean and well-maintained facilities, as measured by CALSCHLS survey administered in December, 2025:<br><br>Students: 63.5%<br><br>Staff: 88%<br><br>Parents: 88% | Increase metrics to:<br><br>Students: 80%<br><br>Staff: 85%<br><br>Parents: 85% | Satisfaction increased across all groups from baseline to Year 1: Students (+5.5%), Staff (+5%) Parents (+4%). |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | This school has clean and well-maintained facilities and property.<br><br>Source: California Healthy Kids Survey Table A6.14, California School Staff Survey Table A6.9, California School Parent Survey Table A9.1 | | | | | |
| 1.14 | Number of hours utilized in each translation and interpretation contract.<br><br>Source: Contract invoices | 29 hours of translation; this baseline was established in the 24-25 school year. | To date, 29 hours of translation have been used. | To date, 124 hours of translation have been used. | Adjustments to staffing or services to meet the needs of our multilingual translation and interpretation requests. | Translation and interpretation hours have increased by 95. |

# Goal Analysis [2025-26]

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.

Overview
Building on the full implementation of our Year 1 goals, SDUHSD refined its strategy in Year 2 to address emerging demographic and academic trends. Data indicates that while our infrastructure and basic resource delivery are excellent, there is a distinct need to boost engagement in specialized pathways (AP/CTE). To combat the impact of declining enrollment, the district will focus on resource efficiency to maintain our "broad course of study" promise.

Successes:

- Infrastructure Integrity: Consistency in facility upkeep across the district.
- Material Equity: Guaranteed access to standard-aligned textbooks for 100% of students.
- Specialized Support: Effective programming for Multilingual Learner students showing positive initial results.

Areas of Opportunity:

- Enrollment Gaps: We continue to look for ways to address the under-enrollment of specialized student groups in high-rigor and career-focused electives.

What's Next:
- SDUHSD is prioritizing modernization and resource allocation for school sites and programs in support of goals as outlined in the LCAP. In Year 3, the district will focuses specifically on high-priority student groups, ensuring they have the foundational literacy and critical thinking skills required to access a broad course of study that includes advanced coursework with the tools needed to succeed in future college-and-career pathways.

LEVELS OF IMPLEMENTATION
To objectively evaluate the levels of implementation of each action, SDUHSD uses a formal tool provided by CCSESA called the LEA Self-Evaluation tool (LEASA). Each action is evaluated across 4 levels of implementation:
- Laying the Foundation: Not yet started or minimal implementation

No actions fit this category
- Installing: Working towards implementation (Building infrastructure, securing resources, and providing initial staff training).

No actions fit this category
- Implementing: Transformation and systemic efforts are underway

Action 1.3 (expanding and transforming the role as family needs change)
Action 1.9 (an interruption of service at SDA was challenging, but CVMS continued with the process)
- Continuous Improvement and Sustainability: Systems are in place that are regularly monitored and revised.

Actions 1.1, 1.2, 1.4, 1.5, 1.6, 1.10, 1.11, 1,12 (will be discontinued moving forward due to completion)
- Discontinued (24-25)

Action 1.7, 1.8,

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.

Action 1.1 had a substantial difference between the budget and actual expenditures as a result of increases to salary.

Action 1.2 had a large difference between the budgeted expenditures and the actual expenditures as a result of declining enrollment. Fewer sections were needed to support the number of Multilingual Learner Newcomer students, therefore resulting in significantly less expenses.

Action 1.3, had a large difference between the budgeted expenditures and the actual expenditures as a result of declining enrollment. Fewer IAs were needed to maintain staffing ratios.

Action 1.4 came in under budget as a result to decreases to section allocations as a result of lower enrollment than anticipated.

Action 1.5 had a very minimal difference between budgeted and actual expenditures as a result of increases to salary.

Action 1.6 was under budget as a result of significant difficulty in staffing these positions. Although attempts were made to recruit additional staff for these positions, they were largely unsuccessful.

Action 1.9 was under budget as the implementation was interrupted mid-year at SDA.

Action 1.10 had slightly higher expenses than anticipated due to an increase in usage.

Action 1.12 was used to spend the remaining LREBG money. Although not included in LCFF funds, the amount was expended and will be discontinued.

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

The actions included in Goal 1 for access were effective despite declining enrollment presenting a challenge. Overall, students are continuing to access a broad course of study as shown in metrics 1.6-1.11, and the conditions of our facilities are notably improving, as evidenced by perceptions recorded in the CalSCHLS surveys.

Action 1.1: Effective. Intervention coordinators successfully expanded student access to targeted support workflows. This multi-year coordination directly contributed to increased enrollment and stability in critical support frameworks like Dual Enrollment and Multi-Tiered Systems of Support (MTSS). Concurrently, district-wide CAASPP Math performance rose from a baseline of 52.8 points above standard to 56.8 points above standard in Year 2.

Action 1.2: Effective and adjusted due to declining enrollment. While this action ran under budget due to declining overall enrollment requiring fewer physical sections, the Structured English Immersion (SEI) sections were highly effective for the students served. These responsive environments safely bridged language acquisition gaps, enabling 87.2% of MLL students to progress or maintain their current language proficiency level.

Action 1.3: Effective with systemic revisions. Though declining enrollment reduced the total number of IAs needed to maintain target staffing ratios, this localized in-class support directly drove the district's overall English Learner Progress Indicator (ELPI) up from an Orange rating 54.2% at baseline to a stable Green rating 61.4% in Year 2. Furthermore, student interviews validated that the IAs provided a crucial safety net for complex academic vocabulary.

Action 1.4: Effective for Students / Ineffective for Family Outreach. The site leads successfully managed master scheduling, reclassification monitoring, and dually-identified student tracking. This structural oversight resulted in a multi-year surge in the district's reclassification rate, which climbed from an 18.21% baseline to a record-breaking 26.17% in Year 2. However, this action faced a simultaneous multi-year collapse in parent participation within its partner PIQE program, indicating a need to pivot family communication strategies.

Action 1.5: Effective. This action successfully placed two credentialed teachers into unified core classrooms to promote understanding and expand curriculum access. Multi-year metrics prove this strategy effectively opened high-rigor pathways for Students with Disabilities (SWD);

high school SWD participation in Career and Technical Education (CTE) pathways grew from a 22.9% baseline to 27.6% in Year 2, and high school SWD enrollment in rigorous Dual Enrollment courses skyrocketed from a 13% baseline to 32.6% in Year 2.

Action 1.6:  Effective. AVID tutoring allocations provided critical study-skill scaffolding that successfully reinforced the district's multi-year college readiness metrics. From baseline to Year 2, high school SWD enrollment in AVID grew from 10% to 14.7%, and Multilingual Learner enrollment in AVID grew from 12% to 13%. This systemic reinforcement directly supported the district's "Blue" top-tier graduation rate of 97.7%.

Action 1.7: Ineffective. This resource was found to be duplicative and was discontinued at the end of the 24-25 school year.

Action 1.8: Ineffective. This specialized attendance tracking system did not output the high-level metrics required to effectively manage chronic absenteeism. It was discontinued because the district found superior, more localized tracking solutions built directly into its primary Aeries student information system.

Action 1.9: Effective with Implementation Challenges. Partnering with the San Diego County Office of Education allowed sites like Carmel Valley Middle School and San Dieguito Academy to complete comprehensive system inventories to strengthen student support. However, San Dieguito Academy suffered a mid-year service interruption that delayed implementation, forcing this targeted work to be rolled forward into the upcoming school year. At CVMS, systems for support and intervention in content areas such as math and science have been implemented, resulting in an accelerated growth metric in math and blue indicators for both on the CA Dashboard.

Action 1.10: Effective. This action expanded from an unmeasured baseline to log 124 hours of active contract translation in Year 2. Disaggregating this data highlighted targeted support across the General Education (82 hours), DELAC (28 hours), and Multilingual Learner (14 hours) sectors, which correlates directly with multilingual families reporting a high sense of welcome and inclusion on local CalSCHLS climate surveys.

Action 1.11: Effective. Providing direct resources (such as bus passes, technology, and mileage reimbursements) successfully supported students in navigating environmental instability. These multi-year stability measures directly drove a monumental shift in high school graduation rates for Homeless youth, which soared from an orange-tier 70.8 baseline to a green-tier 84.5% in Year 2

Action 1.12: Effective. Funded entirely via the Learning Recovery Emergency Block Grant (LREBG), this action allowed teachers across the 4 comprehensive high schools to collaborate on making the English 9 pilot course accessible to multilingual learners and students with disabilities. When monitoring for enrollment, 6 pilot sections of English 9 were able to be implemented across the district with a minimum of 25% composition of MLL students and students with disabilities. Because these targeted block grant funds were fully expended, this specific release framework concluded at the end of the Year 2 cycle.

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.

Goal 1 will remain unchanged.

Action 1.12 will be discontinued due to the end of LREBG funding.

Action 1.13 will be added to ensure equitable access to postsecondary planning, students need streamlined, error-free management of their data. Action 1.13 provides students and families with dedicated guidance to navigate the California Colleges Guidance Initiative (CCGI) platform. This structural support ensures smooth tracking of college applications, electronic transcript transmissions, and critical financial aid milestones (such as FAFSA or Dream Act completions).

The amount of funding has been decreased for action 1.2, 1.3, and 1.4 in anticipation of declining enrollment.

*Baseline metrics for 1.6 and 1.10 have been revised from the original LCAP to be consistent with the other metrics, where individual students are counted only once, regardless of if they are taking more than one course (for instance, a student taking two AP courses will only be counted as 1 unique student), in order to more accurately represent access to a broad course of study.

Metric 1.14 has been edited for clarity to now include baseline data beginning in 24-25. Because individual contractors are unable to provide usage data disaggregated by language, we have eliminated that portion of the metric.

**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.**

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.1** | Intervention Coordinators | Intervention Coordinators help students in need of additional support access courses and interventions. Intervention coordinators will serve at each campus and serve as a vital link between schools, students, and families. This action provides for 2.06 FTE section release for intervention coordinators. | $375,171.00 | Yes |
| **1.2** | Newcomer Section Allocations | Structured English Immersion (SEI) sections are designed to support Newcomer English Learners (students who have recently arrived in the United States) in developing English language acquisition and proficiency. In this section, specially credentialed teachers expose students to California core content areas and ELD standards. | $101,119.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.3** | Instructional Assistants (IA)-Multilingual Learner | Multilingual IAs are in-class support for multilingual learner students focused on the development of English language acquisition and proficiency. The scope of IAs are targeted to support the typology and corresponding needs of MLL students (such as newcomers, or LTELS). IA supports are uniquely designed based on site needs to provide support to MLL students in service of reclassification. Based on the EL population at each campus, certain IAs have been designated to support newcomer students in developing communication skills. Other IAs have been designated to support LTEL students in moving beyond conversational fluency to academic language proficiency. | $249,505.00 | Yes |
| **1.4** | Multilingual Learner Leads | Multilingual Learner Leads provide support in accessing designated and integrated English Language Development, and progress monitoring for all MLL and RFEP (reclassified) students. This action provides a section release at 6.10 FTE LEA wide for a Multilingual Learner Lead at each campus. | $503,339.00 | Yes |
| **1.5** | Co-Teaching Sections | Co-taught sections in Math, ELA, and Science are courses that are taught by 2 teachers, one of which holds a special education designation. Co-teaching is designed to support efforts for inclusion and access. This action provides co-teaching at 3.8FTE. | $365,180.00 | Yes |
| **1.6** | AVID tutors | This action provides staffing allocations for tutors to support students in the AVID program. The AVID program helps students receive the additional academic, social, and emotional support that will help them succeed in their school’s most rigorous courses. | $50,000.00 | Yes |
| **1.7** | 5 Lab | (DISCONTINUED) 5Lab provides school staff with analytics tools to use data to help students receive the supports they need, when they need it. | $0.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.8** | Powerschool Attendance | (DISCONTINUED) Powerschool is an attendance monitoring software that empowers school staff to address and support students experiencing chronic absenteeism. | $0.00 | No |
| **1.9** | SDCOE MTSS | This is a contract for the San Diego County Office of Education to support SDUHSD in enhancing their Multi-Tiered Systems of Support (MTSS). | $15,000.00 | Yes |
| **1.10** | Translation & Interpretation Services | In order to overcome language barriers in communication with multilingual families, contracts with Global Village, African Alliance and Voyance support school staff with translation and interpretation services. | $20,000.00 | Yes |
| **1.11** | Support for homeless students and foster youth | These are services to support students who are homeless or are foster youth, including bus passes, cell phones, hygiene and school supplies, and transportation and mileage for McKinney Vento families. | $95,000.00 | Yes |
| **1.12** | ELA Release Sections for each high school | (DISCONTINUED) LREBG Action - Complete, and discontinued at the end of the 25-26 school year.<br><br>$18,955 LREBG dollars have been allocated to support this action. These sections serve to support teachers with the English 9 pilot course offerings for the 25-26 school year. This work will focus on making the course accessible to all students, including multilingual learners and students with disabilities. Additionally, teachers will be engaging in a review of core novels and course materials to ensure that students are represented in the authors, characters, and plotlines, as overwhelmingly requested by students via surveys, empathy interviews, and focus groups.<br><br>LREBG Mission:<br>The mission is to empower English 9 teachers to create an inclusive and culturally responsive curriculum. This will ensure equitable access to grade-level content for all students, including multilingual learners and students with disabilities, and will foster a sense of belonging and | $0.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | engagement by providing them with diverse and representative literature that reflects their lived experiences.<br><br>LREBG Research to Support this Work:<br>The proposed action is well-supported by educational research, particularly in two key areas: creating accessible curricula and the importance of representation in literature. The action aligns with the goals of the Learning Recovery Emergency Block Grant, which provides funding for initiatives that address learning recovery and student well-being.<br><br>Accessible Curriculum for All Students<br>Research confirms that curriculum and instructional strategies must be intentionally designed to meet the diverse needs of all learners. For multilingual learners (MLs) and students with disabilities (SWDs), this means moving beyond a "one-size-fits-all" approach.<br><br>Universal Design for Learning (UDL): The principles of UDL provide a framework for creating flexible learning environments that accommodate diverse needs. This includes offering multiple means of engagement, representation, and expression. A curriculum aligned with UDL principles ensures that content is accessible to students with varying linguistic, cognitive, and sensory needs.<br><br>Evidence-Based Practices: Implementing evidence-based instructional practices, such as scaffolding, visual supports, and intentional student talk, is crucial for MLs and SWDs. These practices help students access grade-level content while simultaneously developing their language and literacy skills. Professional development for teachers on these practices is a key component of this LCAP action.<br><br>Teacher Collaboration: Research also supports a collaborative model, where content specialists, such as English language development teachers and special education teachers, work with core classroom teachers to design lessons that address both language and content standards.<br><br>Representation in Literature: Extensive research highlights the powerful impact of culturally responsive curriculum and diverse literature on student engagement and academic outcomes. | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Mirrors, Windows, and Sliding Glass Doors: This well-known framework, coined by scholar Rudine Sims Bishop, explains the importance of diverse books. "Mirror" books reflect a student's own life and culture, which helps affirm their identity, build self-esteem, and demonstrate that their stories matter. "Window" books offer a glimpse into the lives and experiences of others, fostering empathy, reducing prejudice, and building an appreciation for different cultures. "Sliding glass doors" take this a step further, allowing students to step into another's world and connect with it on a deeper level.<br><br>Increased Engagement and Academic Achievement: When students see themselves and their experiences authentically and non-stereotypically reflected in their school curriculum, they are more engaged. Increased engagement is directly linked to improved academic outcomes, including sharper critical thinking skills, higher standardized test scores, and increased rates of course completion and graduation.<br><br>Preparation for a Multicultural World: Providing a diverse range of authors, characters, and plotlines is essential for preparing all students, including those from majority backgrounds, to function in a multicultural world. It helps them develop a more nuanced understanding of their own identity and the world around them. | | |
| **1.13** | Pathways to Graduation and Post-Secondary Options for Grades 9-12 | This support provides students and families with targeted guidance to navigate the California Colleges Guidance Initiative (CCGI) platform, ensuring smooth tracking of college applications and financial aid milestones. By streamlining academic data integration and transcript verification, it expands equitable access to postsecondary planning resources across the district. This action is new for the 26-27 school year. | $100,000.00 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | BELONG: All SDUHSD students, staff, families, and educational partners will engage in and contribute to a culture of BELONGING where everyone is accepted, heard, included, and valued. | Broad Goal |

State Priorities addressed by this goal.

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.

~WHY WAS THIS GOAL DEVELOPED?~
A positive culture and climate are fundamental to creating a supportive, inclusive, and engaging learning environment that promotes the well-being and success of all students, teachers, and staff in a school district. SDUHSD wants all students, staff, and families to experience belonging in the school community, as well as contribute to a positive culture where everyone is accepted.

Having a positive culture and climate where everyone experiences belonging is crucial for several reasons:

- Enhanced Learning Environment: A positive culture creates a conducive environment for learning. When students feel safe, supported, and motivated, it can lead to improved academic performance.
- Student Well-being: A positive culture prioritizes the well-being of students. When students feel valued, respected, and included, their mental and emotional health improves, leading to overall better outcomes.
- Teacher Satisfaction and Retention: A positive culture and climate also benefits teachers. When teachers feel appreciated, supported, and part of a collaborative community, they are more likely to stay in their roles, reducing turnover and ensuring continuity in education.
- Community Engagement: A positive school culture extends to the community, fostering strong relationships between schools, families, and other stakeholders. This collaboration can lead to increased support for educational initiatives and better outcomes for students.
- Social and Emotional Learning: A positive culture emphasizes social and emotional learning, teaching students important skills like empathy, communication, and conflict resolution. These skills are essential for success both in school and in life.

Overall, a positive culture and climate create a nurturing and empowering environment where students, teachers, and the community can thrive together.

~WHAT DATA WAS USED TO DEVELOP THIS GOAL?~
SDUHSD's conditions and climate performance metrics on the California Dashboard are strong, having met all of the local indicators and receiving a green indicator for suspension rate. Specifically:

- 2.3% of students were suspended at least one day during the 2023-2024 school year, with Asian and Filipino students receiving an indicator of blue, and Homeless, Students of 2 or More Races, and White students receiving an indicator of green.

A deeper look at the data from the California School Dashboard revealed that there are discrepancies among student groups that we seek to address through this goal. Specifically:

- 10.2% of African American students were suspended for at least one day, receiving an indicator of red.
- English Learners, Hispanic students, and students with disabilities received an indicator of orange, with suspension rates of 4.7%, 3.6%, and 6.7%, respectively.

~IN WHAT WAYS DID INPUT FROM EDUCATIONAL PARTNERS LEAD TO THE DEVELOPMENT OF THIS GOAL?~

The LCAP team met with students, faculty, staff, administrators, parents, and community members to review data and develop this goal around belonging. During this time, we noticed discrepancies in outcomes for student groups in the area of suspension rate. Specifically, SDUHSD received a red indicator for African American students and an orange indicator for English Learners, Hispanic students, and students with disabilities. Further examination of data gained from student empathy interviews and the CalSCHLS surveys, including the California Healthy Kids Survey, California School Staff Survey, and California School Parent Survey, underscored the fact that while many of our students, staff, and families feel connected to school, not everyone feels like they belong yet.

- Students commented on how much they value their relationships with caring adults on campus. They enjoy being recognized for their contributions to the school community. Students also commented that they did not necessarily feel as though they had strong relationships with all staff or that they were able to make meaningful contributions to school. It is very important to students that they are known by name on campus and seen, heard, and respected.
- Faculty and staff expressed an overall positive attitude towards their school working environment, citing positive relationships with colleagues. Some faculty felt as though student behavior was problematic, and many expressed a desire to learn about community building in order to enhance the culture of their campuses.
- Families felt as though the schools do a nice job of communicating and informing them how to partner with them in order to support their children. At the same time, families expressed a desire to be more involved with the school community.

~A DEEPER LOOK AT THIS GOAL~

As a result of the feedback, the language of this goal is very intentionally written:

All SDUHSD students, staff, families, and educational partners will engage in and contribute to a culture of BELONGING where everyone is accepted, heard, included, and valued.

A positive culture and climate in a school district does not simply create itself. The goal is specifically written this way because students, staff, and families all explicitly commented on how important it is to not only engage with one another but to contribute to the district for the benefit of everyone. Beyond that, acceptance is a theme that continually surfaced throughout the gathering process. It is the desire for SDUHSD to accept everyone for who they are, value their unique perspectives, and include them in decision-making processes.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | Parent Involvement (Priority 3)<br><br>Parent participation in the California School Parent Survey.<br><br>Source: California School Parent Survey | Districtwide, the number of respondents to the California School Parent Survey was 2,146.<br>Middle School: 585<br>High School: 1,561 | Districtwide, the number of respondents to the California School Parent Survey was 2,204.<br>Middle School: 922<br>High School: 1,282 | Districtwide, the number of respondents to the California School Parent Survey was 1,951.<br>Middle School: 750<br>High School: 1,197 | Increase the number of respondents to 1,200 at the middle school level and 2,500 at the high school level. | Districtwide: Decreased by 195<br>Middle School: Increased by 165<br>High School: Decreased by 364 |
| 2.2 | Parent Involvement (Priority 3)<br><br>Percentage of parents reporting they feel welcome to participate at school.<br><br>Source: California School Parent Survey Table A6.1 | Percentage of parents reporting "Strongly Agree" or "Agree":<br><br>Middle School: 77%<br>High School: 78% | Percentage of parents reporting "Strongly Agree" or "Agree":<br><br>Middle School: 77%<br>High School: 79% | Percentage of parents reporting "Strongly Agree" or "Agree":<br><br>Middle School: 83%<br>High School: 76% | Increase percentage of parents reporting "Strongly Agree" or "Agree" to 85%. | Middle School: Increased by 6%<br>High School: Decreased by 2% |
| 2.3 | Parent Involvement (Priority 3)<br><br>Percentage of parents indicating they are involved in school.<br><br>Source: California School Parent Survey Table A6.3 | Average percentage of parents reporting “Yes"<br><br>Middle School: 49%<br>High School: 55% | Average percentage of parents reporting “Yes"<br><br>Middle School: 49%<br>High School: 57% | Average percentage of parents reporting “Yes"<br><br>Middle School: 51%<br>High School: 57% | Increase percentage of parents reporting "Yes" to 65%. | Middle School: Increased by 2%<br>High School: Increased by 2% |
| 2.4 | Parent Involvement (Priority 3) | On the 2023-2024 California Dashboard, SDUHSD received a "Standard Met" on the | On the 2024-2025 California Dashboard, SDUHSD received | On the 2025-2026 California Dashboard, SDUHSD received | SDUHSD will continue to maintain "Standard Met" on the Local | The change from the 2023-2024 Baseline to the 2025-2026 Current |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Progress in increasing parent and family engagement, including building relationships between school staff and families, building partnerships for student outcomes, and seeking input for decision-making.<br><br>Source: California School Dashboard Local Indicator Tool Rating Scale | local indicator. Using the reflection tool for local indicator #3, questions #1-12 with the following rating scale are as follows:<br><br>1. Exploration and Research Phase<br>2. Beginning Development<br>3. Initial Implementation<br>4. Full Implementation<br>5. Full Implementation and Sustainability<br><br>1. Progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families: 5<br><br>2. Progress in creating welcoming environments for all families in the community: 4<br><br>3. Progress in supporting staff to learn about each family's strengths, cultures, | a "Standard Met" on the local indicator. Using the reflection tool for local indicator #3, questions #1-12 with the following rating scale are as follows:<br><br>1. Exploration and Research Phase<br>2. Beginning Development<br>3. Initial Implementation<br>4. Full Implementation<br>5. Full Implementation and Sustainability<br><br>1. Progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families: 5<br><br>2. Progress in creating welcoming | a "Standard Met" on the local indicator. Using the reflection tool for local indicator #3, questions #1-12 with the following rating scale are as follows:<br><br>1. Exploration and Research Phase<br>2. Beginning Development<br>3. Initial Implementation<br>4. Full Implementation<br>5. Full Implementation and Sustainability<br><br>1. Progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families: 5<br><br>2. Progress in creating welcoming | Indicator for Implementation of State Standards. We strive to receive 4s or higher in each area. | status shows a decrease in two specific areas related to advisory groups and decision-making. All other indicators were maintained..<br><br>The specific changes are detailed below:<br><br>Question 9: Progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.<br><br>Change: Decreased from 5 (Full Implementation and Sustainability) to 4 (Full Implementation).<br><br>Question 10: Progress in building the capacity of and |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | languages, and goals for their children: 4<br><br>4. 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: 4<br><br>5. Progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families: 4<br><br>6. Progress in providing families with information and resources to support student learning and development in the home: 4<br><br>7. Progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together | environments for all families in the community: 4<br><br>3. Progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: 4<br><br>4. 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: 4<br><br>5. Progress in providing professional learning and support to teachers and principals to improve a school's | environments for all families in the community: 4<br><br>3. Progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: 4<br><br>4. 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: 4<br><br>5. Progress in providing professional learning and support to teachers and principals to improve a school's | | supporting family members to effectively engage in advisory groups and decision-making.<br><br>Change: Decreased from 4 (Full Implementation) to 3 (Initial Implementation). |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | to support improved student outcomes: 4<br><br>8. Progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students: 3<br><br>9. Progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making: 5<br><br>10. Progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making: 4<br><br>11. 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 | capacity to partner with families: 4<br><br>6. Progress in providing families with information and resources to support student learning and development in the home: 4<br><br>7. 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: 4<br><br>8. Progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students: 3<br><br>9. Progress in building the capacity of and | capacity to partner with families: 4<br><br>6. Progress in providing families with information and resources to support student learning and development in the home: 4<br><br>7. 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: 4<br><br>8. Progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students: 3<br><br>9. Progress in building the capacity of and | | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | groups in the school community: 3<br><br>12. 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: 3 | supporting principals and staff to effectively engage families in advisory groups and with decision-making: 4<br><br>10. Progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making: 3<br><br>11. 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: 3<br><br>12. Progress in providing opportunities to | supporting principals and staff to effectively engage families in advisory groups and with decision-making: 4<br><br>10. Progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making: 3<br><br>11. 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: 3<br><br>12. Progress in providing opportunities to | | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels: 3 | have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels: 3 | | |
| 2.5 | Parent Participation in programs for Students with Disabilities (Priority 3)<br><br>Parent participation as measured by IEP attendance.<br><br>Source: SEIS | In the 2023-2024 school year, 94% of parents participated in student IEPs. | In the 2024-2025 school year, 96.26% of parents participated in student IEPs. | In the 2025-2026 school year, 98.48% of parents participated in student IEPs. | Increase percentage of parent participation to 97%. | Parent participation has increased 4.4% from baseline. |
| 2.6 | Family Engagement in programs for Students with Disabilities (Priority 3)<br><br>Participation in Special Education Strategic Plan Parent Forum<br><br>Source: Sign in sheets | 100% of schools have parent representation in the Forum. | 100% of schools have parent representation in the Forum. | 100% of schools have parent representation in the Forum. | 100% of schools will maintain representation at the Special Education Strategic Plan Parent Forum | This metric has been maintained at 100%. |
| 2.7 | Parent Participation in Programs for Multilingual Learner Students (Priority 3) | 100% of schools will have parent representation on the DELAC. | 100% of schools have parent representation on the DELAC. | 100% of schools have parent representation on the DELAC. | 100% of schools will maintain representation on the DELAC. | This metric has been maintained at 100%. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Participation in District English Learner Advisory Committee (DELAC)<br><br>Source: Sign in sheets | | | | | |
| 2.8 | Parent Participation in Programs for Multilingual Learner Students (Priority 3)<br><br>Participation in Parent Institute for Quality Education (PIQE) Parent Engagement and Leadership Programs<br><br>Source: Sign in sheets and graduation data | This is a new metric so baseline data will be established at the conclusion of the 24-25 school year.<br><br>We will track the number of parent participants and graduates on an annual basis. | 57 parents graduated from the PIQE institute in 24-25. | 7 parents graduated from the PIQE institute in 25-26. | Graduate 25 parents from PIQE annually. | There was a significant decrease of 50 graduates from the prior year. |
| 2.9 | Family Engagement (Priority 3)<br><br>Number of family engagement activities and vertical articulation meetings with feeder districts<br><br>Source: District calendar, meeting agendas | Currently not tracked, will establish this baseline beginning with the 24-25 school year. For this metric, we will track two components: the number of district family engagement activities and the number of vertical articulation meetings with feeder districts. | District family engagement: 2<br><br>Vertical articulation meetings: 4 | District family engagement: 2<br><br>Vertical articulation meetings: 4 | Increase the number of family engagement meetings to 1 per quarter and host quarterly meetings with the feeder districts. | Meetings remained the same as prior year. |
| 2.10 | Meaningful Participation (Priority 5)<br><br>Perception of opportunities for | Percentage of respondents reporting "Strongly agree" or "Agree": | Percentage of respondents reporting "Strongly agree" or "Agree": | Percentage of respondents reporting "Strongly agree" or "Agree": | Increase percentage of respondents reporting "Strongly agree" or "Agree": | Students: +3.5%<br>Staff: +8.25%<br>Parents: +3% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | students to be meaningfully involved in school, as measured by a variety of questions which ask:<br><br>STUDENTS:<br>At school…<br>• I do interesting activities.<br>• I help decide things like class activities or rules.<br>• I do things that make a difference.<br>• I have a say in how things work. (added in 2017-18)<br>• I help decide school activities or rules. (added in 2017-18)<br><br>STAFF:<br>This school:<br>• Encourages opportunities for students to decide things like class activities or rules<br>• Gives all students equal | Students: 35%<br>Staff: 82%<br>Parents: 78% | Students: 36.67%<br>Staff: 89.5%<br>Parents: 80% | Students: 38.5%<br>Staff: 90.25%<br>Parents: 81% | Students: 65%<br>Staff: 90%<br>Parents: 90% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | opportunity to participate in classroom discussions or activities<br>• Gives all students equal opportunity to participate in numerous extracurricular and enrichment activities<br>• Gives students opportunities to "make a difference" by helping other people, the school, or the community<br><br>PARENTS<br>This school gives all students opportunities to make a difference by helping other people, the school, or the community.<br><br>Source: California Healthy Kids Survey Table A6.4, California School Staff Survey Table A6.4, California School Parent Survey Table A7.1 | | | | | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.11 | Attendance Rates (Priority 5)<br><br>Positive average daily attendance rate<br><br>Source: CALPADS - ADA at P2/P2 enrollment | 2023-2024 positive average daily attendance rate: 96.2% | 2024-2025 positive average daily attendance rate as of 5/18: 95.9% | 2025-2026 positive average daily attendance rate as of 5/18: 96.0% | Achieve a 97% or better positive average daily attendance rate. | Positive ADA has decreased from baseline by .2%. |
| 2.12 | Attendance Rates (Priority 5)<br><br>Chronic absenteeism rates (grades 7-8 only)<br><br>Source: California School Dashboard Chronic Absenteeism Indicator | On the 2023-2024 California School Dashboard, the percentage of students in grades 7-8 who are absent 10 percent or more of the instructional days they were enrolled are as follows:<br><br>All Students: Yellow - 11.2%<br><br>~Race/Ethnicity~ African American: Orange - 35.5%<br><br>American Indian: Data not displayed due to small n size<br><br>Asian: Green - 3.8%<br><br>Filipino: Data not displayed due to small n size<br><br>Hispanic: Yellow - 15% | On the 2024-2025 California School Dashboard, the percentage of students in grades 7-8 who are absent 10 percent or more of the instructional days they were enrolled are as follows:<br><br>All Students: Yellow - 10.5%<br><br>~Race/Ethnicity~ African American: Orange - 33.3%<br><br>American Indian: Data not displayed due to small n size<br><br>Asian: Green - 3.6%<br><br>Filipino: Data not displayed due to small n size | On the 2025-2026 California School Dashboard, the percentage of students in grades 7-8 who are absent 10 percent or more of the instructional days they were enrolled are as follows:<br><br>All Students: Green- 8.2%<br><br>~Race/Ethnicity~ African American: No Performance Color - 25%<br><br>American Indian: Data not displayed due to small n size<br><br>Asian: Blue - 2.2%<br><br>Filipino: No Performance Color - 0% | Decrease chronic absenteeism to a level where each student group receives a Green indicator on the California Dashboard. | All Students: Decreased by 3%, increased to Green.<br><br>~Race/Ethnicity~ African American: Decreased by 10.5%, no performance color.<br><br>American Indian: Data not displayed due to small n size<br><br>Asian: Decreased by 1.6%, increased to Blue<br><br>Filipino: Data not displayed due to small n size<br><br>Hispanic: Decreased by 0.7% and returned to Yellow |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Two or More Races: Green - 8.8%<br><br>Pacific Islander: Data not displayed due to small n size<br><br>White: Yellow - 12.9%<br><br>~Student Group~<br>English Learners: Yellow - 10.9%<br><br>Foster Youth: Data not displayed due to small n size<br><br>Homeless: Orange - 28.9%<br><br>Socioeconomically Disadvantaged: Yellow - 20.7%<br><br>Students with Disabilities: Yellow - 19% | Hispanic: Orange - 16.2%<br><br>Two or More Races: Green - 7.2%<br><br>Pacific Islander: Data not displayed due to small n size<br><br>White: Yellow - 11.8%<br><br>~Student Group~<br>English Learners: Orange - 12.5%<br><br>Foster Youth: Data not displayed due to small n size<br><br>Homeless: Orange - 23.5%<br><br>Socioeconomically Disadvantaged: Yellow - 17.5%<br><br>Students with Disabilities: Yellow - 18.2%<br><br>*NEW* Long-Term English Learners: Orange - 17.8% | Hispanic: Yellow - 14.3%<br><br>Two or More Races: Green - 6%<br><br>Pacific Islander: Data not displayed due to small n size<br><br>White: Green- 8.9%<br><br>~Student Group~<br>English Learners: Orange - 14.2%<br><br>Foster Youth: Data not displayed due to small n size<br><br>Homeless: Red - 26%<br><br>Socioeconomically Disadvantaged: Yellow - 16.1%<br><br>Students with Disabilities: Yellow - 14.9%<br><br>Long-Term English Learners: Orange - 14.2% | | Two or More Races: Decreased by 2.8%, maintained Green<br><br>Pacific Islander: Data not displayed due to small n size<br><br>White: Decreased by 4%, increased to Green<br><br>~Student Group~<br><br>English Learners: Increased by 3.3% and shifted from Yellow to Orange<br><br>Foster Youth: Data not displayed due to small n size<br><br>Homeless: Decreased by 2.9% , decreased to Red<br><br>Socioeconomically Disadvantaged: Decreased by 4.6% , remained Yellow<br><br>Students with Disabilities: |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | | Decreased by 5.8%, remained Yellow<br><br>Long-Term English Learners: Decreased by 3.6%, remained Orange |
| 2.13 | High School Graduation Rate (Priority 5)<br><br>High school graduation rates<br><br>Source: California School Dashboard Graduation Rate Indicator | On the 2023-2024 California School Dashboard, the percentage of students completing high school, which includes students who receive a standard high school diploma:<br><br>All Students: Blue - 96.2%<br><br>~Race/Ethnicity~<br>African American: No performance color - 100%<br><br>American Indian: No performance color - data not displayed due to small n size<br><br>Asian: Blue - 97.4%<br><br>Filipino: No performance color - 100% | On the 2024-2025 California School Dashboard, the percentage of students completing high school, which includes students who receive a standard high school diploma:<br><br>All Students: Blue - 96.3%<br><br>~Race/Ethnicity~<br>African American: No performance color - 90.5%<br><br>American Indian: No performance color - data not displayed due to small n size<br><br>Asian: Blue - 98.5% | On the 2025-2026 California School Dashboard, the percentage of students completing high school, which includes students who receive a standard high school diploma:<br><br>All Students: Blue - 97.7%<br><br>~Race/Ethnicity~<br>African American: No performance color - 100%<br><br>American Indian: No performance color - data not displayed due to small n size<br><br>Asian: Blue - 96.8% | Increase or exceed California Dashboard metric indicator to Green or higher for each student group. | All Students: Increased by 1.5%, remained Blue<br><br>~Race/Ethnicity~<br><br>African American: Maintained 100%, no performance color<br><br>American Indian: No performance color - data not displayed due to small n size<br><br>Asian: Decreased by 0.6%, remained Blue<br><br>Filipino: Maintained 100%, no performance color |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Hispanic: Orange - 78.1%<br><br>Two or More Races: Blue - 98.6%<br><br>Pacific Islander: No performance color - data not displayed due to small n size<br><br>White: Blue - 97.2%<br><br>~Student Group~<br>English Learners: Orange - 78.1%<br><br>Foster Youth: No performance color - data not displayed due to small n size<br><br>Homeless: Orange - 70.8%<br><br>Socioeconomically Disadvantaged: Yellow - 92.1%<br><br>Students with Disabilities: Orange - 82.7% | Filipino: No performance color - 95.7%<br><br>Hispanic: Yellow - 90.2%<br><br>Two or More Races: Blue - 97.9%<br><br>Pacific Islander: No performance color - data not displayed due to small n size<br><br>White: Blue - 97.4%<br><br>~Student Group~<br>English Learners: Orange - 78.1%<br><br>Foster Youth: No performance color - data not displayed due to small n size<br><br>Homeless: Orange - 71.4%<br><br>Socioeconomically Disadvantaged: Green- 92.9% | Filipino: No performance color - 100%<br><br>Hispanic: Green - 94.2%<br><br>Two or More Races: Blue - 97.8%<br><br>Pacific Islander: No performance color - data not displayed due to small n size<br><br>White: Blue - 99.1%<br><br>~Student Group~<br>English Learners: Green - 87.3%<br><br>Foster Youth: No performance color - data not displayed due to small n size<br><br>Homeless: Green - 84.5%<br><br>Socioeconomically Disadvantaged: Blue - 96.2% | | Hispanic: Increased by 16.1% and shifted from Orange to Green<br><br>Two or More Races: Decreased by 0.8%, remained Blue<br><br>White: Increased by 1.9%, remained Blue<br><br>~Student Group~<br><br>English Learners: Increased by 9.2%, increased to Green<br><br>Foster Youth: No performance color - data not displayed due to small n size<br><br>Homeless: Increased by 13.7%, increased to Green<br><br>Socioeconomically Disadvantaged: Increased by 4.1% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | Students with Disabilities: Green - 86%<br><br>*NEW* Long-Term English Learners: Green - 93% | Students with Disabilities: Green - 90%<br><br>Long-Term English Learners: Green - 93% | | and shifted from Yellow to Blue<br><br>Students with Disabilities: Increased by 7.3% and shifted from Orange to Green<br><br>Long-Term English Learners: Maintained 93%, maintained Green |
| 2.14 | Middle School Dropout Rate (Priority 5)<br><br>Number of middle school dropouts<br><br>Source: CALPADS Fall 1 Report 8.1c | 2023-2024 CALPADS Fall 1 Report data shows 0 middle school dropouts. | 2024-2025 CALPADS Fall 1 Report data shows 0 middle school dropouts. | 2025-2026 CALPADS Fall 1 Report data shows 3 middle school dropouts. | Maintain 0 middle school dropouts | The number of middle school dropouts increased by 3 from baseline. |
| 2.15 | High School Dropout Rate (Priority 5)<br><br>Number of high school dropouts<br><br>Source: CALPADS Fall1 Report 8.1c | 2023-2024 CALPADS Fall 1 Report data shows 41 high school dropouts. | 2024-2025 CALPADS Fall 1 Report data shows 28 high school dropouts. | 2025-2026 CALPADS Fall 1 Report data shows 19 high school dropouts. | Reduce and maintain high school drop out rates to less than 1% of students on track for graduation. | The number of high school dropouts decreased by 22 from baseline. |
| 2.16 | Suspension Rate (Priority 6)<br><br>Number of suspensions<br><br>Source: California School Dashboard | On the 2023-2024 California School Dashboard, the percentage of students who have been suspended for at least one aggregate day in a | On the 2024-2025 California School Dashboard, the percentage of students who have been suspended for at least one aggregate day in a | On the 2025-2026 California School Dashboard, the percentage of students who have been suspended for at least one aggregate day in a | Decrease or maintain suspension rates to less than 2% and receive a green indicator or better for each student group. | All Students: Decreased by 0.8%, shifted from Green to Blue<br><br>~Race/Ethnicity~ African American: Decreased by |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | given school year are as follows:<br><br>All Students: Green - 2.3%<br><br>~Race/Ethnicity~ African American: Red - 10.2%<br><br>American Indian: No Performance Color - 4.2%<br><br>Asian: Blue - 0.6%<br><br>Filipino: Blue - 1%<br><br>Hispanic: Orange - 3.6%<br><br>Two or More Races: Green - 2.4%<br><br>Pacific Islander: No Performance Color - Data not shown due to small n size<br><br>White: Green - 2.3%<br><br>~Student Group~ English Learners: Orange - 4.7% | given school year are as follows:<br><br>All Students: Green - 2%<br><br>~Race/Ethnicity~ African American: Orange - 9.3%<br><br>American Indian: No Performance Color - 10%<br><br>Asian: Blue - 0.5%<br><br>Filipino: Blue - 0%<br><br>Hispanic: Green - 3.5%<br><br>Two or More Races: Green - 1.6%<br><br>Pacific Islander: No Performance Color - Data not shown due to small n size<br><br>White: Green - 2%<br><br>~Student Group~ English Learners: Green - 3.9% | given school year are as follows:<br><br>All Students: Blue - 1.5%<br><br>~Race/Ethnicity~ African American: Yellow - 8.5%<br><br>American Indian: No Performance Color - 0%<br><br>Asian: Blue - 0.6%<br><br>Filipino: Blue - 0%<br><br>Hispanic: Green - 3.3%<br><br>Two or More Races: Blue - 1.8%<br><br>Pacific Islander: No Performance Color - 9.1%<br><br>White: Blue - 1.3%<br><br>~Student Group~ English Learners: Orange - 5.8%<br><br>Foster Youth: No Performance Color | | 0.8%, shifted from Red to Yellow<br><br>American Indian: Decreased by 4.2%, no performance color<br><br>Asian: No change in %, maintained Blue<br><br>Filipino: No change in %, maintained Blue<br><br>Hispanic: Decreased by 0.3% and shifted from Orange to Green<br><br>Two or More Races: Decreased by 0.8%, increased from Green to Blue<br><br>White: Decreased by 1%, increased to Blue<br><br>~Student Group~ English Learners: Increased by 1.1% and maintained Orange |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Foster Youth: No Performance Color - 9.1%<br><br>Homeless: Green - 2.9%<br><br>Socioeconomically Disadvantaged: Yellow - 3.7%<br><br>Students with Disabilities: Orange - 6.7% | Foster Youth: No Performance Color - Data not shown due to small n size<br><br>Homeless: Orange - 4.5%<br><br>Socioeconomically Disadvantaged: Green - 3.4%<br><br>Students with Disabilities: Green - 5.7%<br><br>*NEW* Long-Term English Learners: Orange - 6.2% | - Data not shown due to small n size<br><br>Homeless: Green - 3.7%<br><br>Socioeconomically Disadvantaged: Green - 3.3%<br><br>Students with Disabilities: Green - 5.8%<br><br>Long-Term English Learners: Orange - 5.8% | | Foster Youth: Data is not shown due to small n size<br><br>Homeless: Increased by .8% and maintained Green<br><br>Socioeconomically Disadvantaged: Decreased by 0.4% and shifted from Yellow to Green<br><br>Students with Disabilities: Decreased by .9% and shifted from Orange to Yellow<br><br>Long-Term English Learners: Decreased by 0.4%, maintained orange |
| 2.17 | Expulsion Rate (Priority 6)<br><br>Number of expulsions<br><br>Source: DataQuest | The most recent public expulsion data from 2022-2023 is as follows:<br><br>SDUHSD Total: 13<br>Expulsion Rate: 0.1% | The most recent public expulsion data from 2023-2024 is as follows:<br><br>SDUHSD Total: 6<br>Expulsion Rate: 0.0% | The most recent public expulsion data from 2024-2025 is as follows:<br><br>SDUHSD Total: 0<br>Expulsion Rate: 0.0% | Maintain very low expulsion rate (<.5%). | The SDUHSD Total number of expulsions dropped from 13 at baseline to 0. |
| 2.18 | Sense of Safety (Priority 6) | Percentage of respondents reporting | Percentage of respondents | Percentage of respondents | Increase or maintain | Students: Increased by 0.3% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Percentage of respondents who believe that students are safe at school, as measured by a variety of questions which ask:<br><br>STUDENTS:<br>How safe do you feel you are when you are at school?<br><br>STAFF:<br>This school is a safe place for students.<br><br>PARENTS:<br>This school is a safe place for my child.<br><br>Source: California Healthy Kids Survey Table A8.1, California School Staff Survey Table A5.2, California School Parent Survey Table A7.1 | students are "Very safe" or "safe" (students) and "strongly agree" or "agree" (staff, parents)<br><br>Students: 74%<br>Staff: 91%<br>Parents: 90% | reporting students are "Very safe" or "safe" (students) and "strongly agree" or "agree" (staff, parents)<br><br>Students: 73.67%<br>Staff: 96%<br>Parents: 92% | reporting students are "Very safe" or "safe" (students) and "strongly agree" or "agree" (staff, parents)<br><br>Students: 74.3%<br>Staff: 97%<br>Parents: 92% | percentage of respondents reporting students are "Very safe" or "safe" (students) and "strongly agree" or "agree" (staff, parents)<br><br>Students: Increase to 90%<br>Staff: Maintain a minimum 91%<br>Parents: Maintain a minimum 90% | Staff: Increased by 6%<br>Parents: Increased by 2% |
| 2.19 | School Connectedness (Priority 6)<br><br>Percentage of students reporting feeling connected to school, as measured by the School Connectedness Scale | Students reporting Agree or Strongly Agree are as follows:<br><br>Grade 7: 70%<br>Grade 8: 61%<br>Grade 9: 67%<br>Grade 10: 68% | Students reporting Agree or Strongly Agree are as follows:<br><br>Grade 7: 70%<br>Grade 8: 61%<br>Grade 9: 67% | Students reporting Agree or Strongly Agree are as follows:<br><br>Grade 7: 76%<br>Grade 8: 70%<br>Grade 9: 70% | Increase percentage of students reporting feeling connected at school to 75% or higher on the California Healthy Kids Survey. | Grade 7: Increased by 6%<br>Grade 8: Increased by 9%<br>Grade 9: Increased by 3%<br>Grade 10: Increased by 2% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
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| | Questions on the California Healthy Kids Survey which ask:<br><br>o I feel close to people at this school.<br>o I am happy to be at this school.<br>o I feel like I am part of this school.<br>o The teachers at this school treat students fairly.<br>o I feel safe in my school.<br><br>Source: California Healthy Kids Survey Table A6.4 | Grade 11: 69%<br>Grade 12: 70% | Grade 10: 67%<br>Grade 11: 68%<br>Grade 12: 73% | Grade 10: 69%<br>Grade 11: 70%<br>Grade 12: 70% | | Grade 11: Increased by 1%<br>Grade 12: No change |
| 2.20 | Student Engagement (Priority 6)<br><br>Percentage of students responding to the California Healthy Kids Survey (CHKS)<br><br>Source: CHKS Main Report | Response Rates are as follows:<br><br>Total Responses: 8,727<br><br>Grade 7: 93%<br>Grade 8: 88%<br>Grade 9: 75%<br>Grade 10: 66%<br>Grade 11: 63%<br>Grade 12: 56% | Response Rates are as follows:<br><br>Total Responses:9,588<br><br>Grade 7: 97%<br>Grade 8: 93%<br>Grade 9: 85%<br>Grade 10: 78%<br>Grade 11: 73%<br>Grade 12: 66% | Response Rates are as follows:<br><br>Total Responses:9,181<br><br>Grade 7: 97%<br>Grade 8: 93%<br>Grade 9: 84%<br>Grade 10: 77%<br>Grade 11: 66%<br>Grade 12: 61% | Target Response Rates are 95% or higher for each grade level. | There was an overall increase in total responses from 8,727 at Baseline to 9,181 in Year 2.<br><br>All grade levels also showed a positive increase in participation percentages:<br>Grade 7: Increased by 4%<br>Grade 8: Increased by 5%.<br>Grade 9: Increased by 9% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | | Grade 10: Increased by 11%. Grade 11: Increased by 3% Grade 12: Increased by 5% |
| 2.21 | Staff Involvement (Priority 6)<br><br>Staff Participation in the California School Staff Survey<br><br>Source: California School Staff Survey | Districtwide, the number of respondents to the California School Staff Survey was 465. | Districtwide, the number of respondents to the California School Staff Survey was 604. | Districtwide, the number of respondents to the California School Staff Survey was 508. | Increase the level of staff participation to 550. | There was an increase of 43 participants from Baseline. |
| 2.22 | Staff Involvement (Priority 6)<br><br>School supports for staff in terms of developing a positive working environment, as measured by the California School Staff Survey questions which ask:<br><br>Please indicate how much you agree or disagree with the following statements about your school.<br>• This school is a supportive and inviting place for staff to work. | Percentage of staff reporting "Strongly agree": or "Agree"<br>Middle School: 89%<br>High School: 85% | Percentage of staff reporting "Strongly agree": or "Agree"<br>Middle School: 89%<br>High School: 88% | Percentage of staff reporting "Strongly agree": or "Agree"<br>Middle School: 90.75%<br>High School: 83.75% | Increase percentage of staff reporting "Strongly agree" or "agree" to 90%. | Middle School: Increased by 1.75%<br>High School: Decreased by 4.25% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | • This school promotes trust and collegiality among staff.<br>• This school promotes personnel participation in decision-making that affects school practices and policies.<br>• This school is a safe place for staff.<br><br>Source: California School Staff Survey Table A5.4 | | | | | |
| 2.23 | Positive Relationships with Caring Staff (Priority 6)<br><br>Percentage of respondents who believe that adults on campus care about every student, as measured by a variety of questions which ask:<br><br>STUDENTS:<br>There is a teacher or some other adult from my school... | Percentage of respondents reporting "Pretty much true" or "Very much true" (students) "Strongly agree" or "Agree" (staff, parents)<br><br>Students: 70%<br>Staff: 95%<br>Parents: 85% | Percentage of respondents reporting "Pretty much true" or "Very much true" (students) "Strongly agree" or "Agree" (staff, parents)<br><br>Students: 71.5%<br>Staff: 97%<br>Parents: 86% | Percentage of respondents reporting "Pretty much true" or "Very much true" (students) "Strongly agree" or "Agree" (staff, parents)<br><br>Students: 73%<br>Staff: 96.3%<br>Parents: 86% | Increase or maintain percentage of respondents reporting "Pretty much true" or "very much true" (students) or "Strongly agree" or "Agree" (staff, parents) as follows:<br><br>Students: 80%<br>Staff: Maintain a minimum 95%<br>Parents: 90% | Students: Increased by 3%<br>Staff: Increased by 1.3%<br>Parents: Increased by 1% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | • who really cares about me.<br>• who notices when I'm not there<br>• who listens to me when I have something to say<br><br>STAFF<br>Adults who work at this school...<br>• really care about every student<br>• acknowledge and pay attention to students<br>• listen to what students have to say<br><br>PARENTS<br>This school had adults who really care about students<br><br>Source: California Healthy Kids Survey Table A6.5, California School Staff Survey Table A6.2, California School Parent Survey Table A7.1 | | | | | |

# Goal Analysis [2025-26]

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.

Overview:
The district's overall implementation strategy revolves around a multi-faceted approach to foster a culture of belonging. This involves: providing support staff (social workers, counselors, liaisons), teacher training and recruitment, partnering with organizations for specialized services (Care Solace, PIQE), and using data to identify needs and track progress.

An analysis of Goal 2 metrics demonstrates strong long-term progress from our baseline data, particularly with significant systemic growth across our high school graduation indicators. Concurrently, comparing Year 1 outcomes to Year 2 highlights a mixture of rapid short-term accelerations in survey participation alongside persistent performance gaps that require highly localized interventions.

Successes:

- Graduation Rate Trajectory: Our district-wide graduation rate continued its steady multi-year upward climb, moving from a baseline of 96.2% to an exceptional 97.7% in Year 2.
- Closing Priority Group Graduation Gaps: We achieved monumental multi-year gains for historically vulnerable student groups; notably, English Learners jumped from an orange-level 78.1% baseline to a green-level 94.2%, and Homeless youth soared from 70.8% to 84.5%.
- Suspension Rate Reduction: The overall district suspension rate fell from a 2.3% baseline down to 1.5% in Year 2, earning a Blue top-tier designation.
- Significant Discipline Turnaround: Targeted multi-year efforts successfully reduced the African American suspension rate from a red-level 10.2% baseline down to 8.5%, shifting the indicator from Red into the Yellow tier.
- Surge in Survey Engagement: From Year 1 to Year 2, staff participation in the California School Staff Survey grew significantly from 465 to 550 respondents, maximizing the data we have to inform school climate decisions.

Areas of Opportunity:
Attendance: SDUHSD middle schools are still grappling with the issue of chronic absenteeism, especially within our English Learner (from 10.9% to 14.2%) and Homeless population, which has decreased from Orange to Red.
School Connectedness: There was no significant change in perceptions of student connectedness to school, despite efforts to increase this metric.

What's Next:
Discrepancies among student groups remain, and a key challenge is addressing the disparities in outcomes for different student groups, particularly in areas like suspension rates and chronic absenteeism. Increasing parent involvement, especially at the high school level, remains a focus. Finally, while many students feel connected, there's a need to improve the sense of belonging for all students across grade levels. In Year 2, Action 2.12 and 2.23 will be added to support social-emotional learning and student belonging.

LEVELS OF IMPLEMENTATION

To objectively evaluate the levels of implementation of each action, SDUHSD uses a formal tool provided by CCSESA called the LEA Self-Evaluation tool (LEASA). Each action is evaluated across 4 levels of implementation:

- Laying the Foundation: Not yet started or minimal implementation

Actions 2.12, 2.13

- Installing: Working towards implementation (Building infrastructure, securing resources, and providing initial staff training).

Action 2.7, 2.11

- Implementing: Transformation and systemic efforts are underway

Action 2.9

- Continuous Improvement and Sustainability: Systems are in place that are regularly monitored and revised.

Actions 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.10

- Discontinued (24-25)

Action 2.8

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.

Most of the differences between budgeted and estimated expenditures are due to increases to salary and benefits. This can be seen in Actions 2.1, 2.2, 2.3, 2.5, and 2.10, as these items correspond to staffing.

Actions 2.4, 2.6, were spent as budgeted.

With regard to Action 2.7, the funding was not spent was allocated as a result of using local available tools instead of a specific vendor. Moving into the next year, as we select a specific resource for this action, the estimated cost is anticipated to be lower, resulting in a budget of $26,000 less than the original LCAP.

Action 2.8 called for a position that, upon reflection after the release of the 2024 Dashboard, became unnecessary and went unfilled. However, due to demand from the community and the needs exhibited by our MLL population, this position was rebranded to Action 2.10, Coordinator of Multilingual Learners. This position had originally been funded through one-time grants. The rebranding to the LCAP allows this position to support this population for the next several years.

Action 2.9 was significantly higher than estimated as a result of expanding the program to support more families.

Action 2.11 was also more expensive than anticipated due to the rising cost of licenses.

Action 2.12 and 2.13 are being added to the LCAP for the 26-27 school year in response to our metrics. The estimated costs for those are as indicated.

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

The metrics suggest that the plan has had some success, particularly in increasing participation and maintaining positive trends in areas like safety and graduation rates. However, there are still areas where improvement is needed, especially in addressing disparities among student groups, increasing parent involvement at the high school level, and improving attendance.

Action 2.1: Effective. The deployment of social workers successfully sustained critical mental health and wellness support for students. This structural support directly correlates with a positive multi-year shift in student safety perceptions on the CalSCHLS survey, which increased from Baseline to Year 2. by .3% for students, 6% for staff, and a maintenance for parents. CalSCHLS data shows students feeling supported and that they have access to caring adults on campus.

Action 2.2: Effective. This role successfully linked service providers and families to expand access to general education environments for students with disabilities. Multi-year data shows this group experienced significant academic growth and a concurrent improvement in district-wide graduation rates, which rose from an 82.7% baseline to 90% in Year 2

Action 2.3: Effective. Bilingual liaisons successfully navigated enrollment, attendance, and articulation barriers for Spanish and Mandarin-speaking families. This targeted outreach is reflected in CalSCHLS metrics, where the percentage of middle school parents who reported feeling welcome at school grew from a baseline of 77% to 83% in Year 2 Anecdotal gathered from multilingual families at DELAC meetings suggest they feel welcome, supported, and able to access the resources they need to help their students succeed.

Action 2.4: Effective. All students had access to highly qualified teachers. No positions went unfilled, and on the CA School Dashboard, SDUHSD exceeds the state average with 92.1% of teachers holding a clear credential.

Action 2.5: Effective. The CoSA played a central role in mitigating lingering post-pandemic behavioral friction. By deploying preventive programs aligned with CASEL domains and monitoring disciplinary trends, this action directly supported a major district-wide drop in overall suspension rates from a 2.3% baseline down to 1.5% in Year 2. Furthermore, the CoSA provided significant support and resources across the district, including the administration of quarterly climate surveys, which show students feeling safe and supported at school.

Action 2.6: Effective. This confidential 24/7 concierge service was funded through alternative sources in the prior year but remains a heavily utilized Tier 2 and Tier 3 mental health resource, as evidenced by usage reports. It successfully bypassed typical navigation barriers, allowing vulnerable student groups to easily access external counseling networks. Additionally, data from the CALSCHLS survey continue to show that suspension rates are declining and the overall sense of safety is increasing.

Action 2.7: Not yet effective/in-progress. The multi-year implementation was kept as a localized pilot program. While it successfully provided real-time data to help teachers differentiate lessons, the district plans to continue the pilot in Year 3 to explore better options. We will continue to use metrics via the CALSCHLS survey, including sense of safety and belonging, to help determine if the screener is successful.

Action 2.8: Discontinued/re-organized in 24-25. (As a reminder, this standalone position was left unfilled after reflections on dashboard data highlighted a need to shift localized support strategies. Rather than operating as a separate action, these responsibilities were folded into existing LCAP positions (Actions 2.5, 3.5, and 2.10) to more efficiently target specialized student subgroups).

Action 2.9: Ineffective in Year 2 (Declining Momentum). While the program initially saw strong engagement that exceeded early expectations, it suffered a significant multi-year drop in participation. Despite an attempt to expand offerings, parent graduations collapsed from a high of 57 down to just 7 in Year 2, indicating that the district needs to investigate alternative engagement formats to reconnect with multilingual families. The action will continue with a different focus in 26-27 in order to better support Multilingual Learner families

Action 2.10: Effective. Rebranded from the original Action 2.8 and absorbed into the LCAP for long-term sustainability, this coordinator drove systemic alignment in English Language Development (ELD). This focus led to a record-breaking number of reclassified students and elevated the district's overall English Learner Progress Indicator (ELPI) from an Orange designation at baseline to a stable Green in Year 2.

Action 2.11: Inconclusive. This social-emotional learning curriculum was introduced to target middle school resilience, purpose, and chronic absenteeism. Because it was newly added in 25-26, the CALSCHLS survey is administered in December, and the Dashboard is reported on year in arrears, its long-term longitudinal effectiveness will be evaluated at the next annual update cycle using the CALSCHLS data metrics focusing on student belonging, safety, and Dashboard indicators including attendance and suspension rates.

Action 2.12 & 2.13: New for 26-27: These strategic adjustments were added for the upcoming school year to proactively combat exclusionary discipline disparities and incorporate student voice directly into campus operations. Performance tracking will begin in the next LCAP cycle.

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.

Goal 2 will remain unchanged for the 26-27 school year.

Metrics:
No Changes

Actions to modify in 26-27:
2.9: PIQE. The participation decline signaled that the existing delivery model was no longer effectively reaching multilingual families. Rather than abandoning family collaboration, the district is restructuring and exploring alternative engagement formats to eliminate barriers, rebuild trust, and support multilingual parents to safely advocate for their children.

New Additions:
2.12: Challenge Days: The district's baseline and year-over-year data revealed disproportionate discrepancies in disciplinary outcomes. Vulnerable student populations experienced much higher rates of exclusionary discipline than the general student body, illustrated by an English Learner suspension rate of 4.7% and a socioeconomically disadvantaged suspension rate of 3.7%. Concurrently, local climate surveys revealed that a mere 35% of students felt meaningfully involved in school decisions and activities. Challenge Days are being introduced school-wide across high school campuses to establish a safe environment that actively builds cross-cultural empathy and breaks down social isolation. By equipping students with emotional regulation tools and widening peer-to-peer relationships, the program acts as a preventative pressure valve to de-escalate behavioral friction before it results in a suspension.

2.13: Student Belonging Project While large student groups report strong connections to their campuses, a clear "belonging gap" persists for marginalized, underrepresented, and specialized student subgroups. This includes groups that make up less than 2% of the district's overall demographics—such as African American, American Indian, Filipino, and Pacific Islander students—as well as English Learners and foster youth. In partnership with the San Diego County Office of Education (SDCOE), this initiative directly shifts students from passive recipients of campus culture into active co-designers of it. Through pre-surveys and student-led workshops, the project captures direct student perspectives and translates them into actionable, localized recommendations that site administrators must integrate straight into daily school operations.

From 24-25:
2.8: Discontinued/re-organized. This standalone position was left unfilled after reflections on dashboard data highlighted a need to shift localized support strategies. Rather than operating as a separate action, these responsibilities were folded into existing LCAP positions (Actions 2.5, 3.5, and 2.10) to more efficiently target specialized student subgroups.

**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.**

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.1** | Social Workers | This provides for 7.0 FTE Social Workers, who are part of the SDUSD student services team that supports social-emotional learning and mental health and wellness. | $1,160,185.00 | Yes |
| **2.2** | Teacher on Special Assignment | This provides a 1.0 FTE Teacher on Special Assignment for Inclusion, Intervention, and Outreach for students with disabilities and support for parents of students with disabilities. | $142,181.00 | Yes |
| **2.3** | Bilingual Community Parent Liaison | This provides for 2.25 FTE split among 3 liaisons. Bilingual community parent liaisons provide support and outreach to SDUHSD multilingual families. | $177,888.00 | Yes |
| **2.4** | Teacher Recruitment | This action covers costs for Human Resources to promote teacher recruitment and diverse staffing (job fairs, etc.) | $2,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **2.5** | Counselor on Special Assignment | This provides a 1.0 FTE Counselor on Special Assignment (CoSA) to support student mental health, wellness, engagement, and belonging across all campuses. | $158,367.00 | Yes |
| **2.6** | Care Solace | This is a contract with Care Solace for Tier 2 & 3 mental health support. Care Solace is a confidential online resource with a live 24/7 concierge line meant to assist individuals in finding local mental health-related programs and counseling services. | $39,000.00 | Yes |
| **2.7** | Universal Screener | Universal screener to proactively identify students in need of additional support. | $74,000.00 | Yes |
| **2.8** | Teacher on Special Assignment (ToSA) | (DISCONTINUED, 2024) This action provides for a TOSA at 1.0FTE to support objectives for the 6 student groups who received red indicators on the California School Dashboard, as detailed in the introductory section of the LCAP. The original groups were:<br>• Suspensions of African American students districtwide<br>• CCI for multilingual learner students at La Costa Canyon and students experiencing homelessness at Sunset<br>• Chronic absenteeism for students with disabilities at Diegueno<br>• ELA & Math for multilingual learners at Oak Crest<br><br>Supports for these students have been folded into other existing roles in the LCAP seen in the following Actions:<br>• Action 2.5 CoSA is providing professional learning and support for students, staff, and families surrounding suspensions and chronic absenteeism. The CoSA heavily monitors the suspensions of African American students and chronic absenteeism for students with disabilities at Diegueno.<br>• Action 3.5 CoSA is providing support for students in achieving A-G completion and college preparedness, placing a special emphasis on MLL students at La Costa Canyon and students experiencing homelessness at Sunset. | $0.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | • Action 2.10 Coordinator of MLL students is the final rebranding of the original Action 2.8. This role focuses on the success of MLL students, and places a special emphasis on MLL students at Oak Crest, providing targeted professional development and support in ELA and Math. | | |
| **2.9** | PIQE | This is an organization that partners with SDUHSD to help enable parents' capacity to engage in their children's education and strengthen parent-teacher-school collaboration. | $17,500.00 | Yes |
| **2.10** | Coordinator for Multilingual Learners | Coordinator of Multilingual Learners focuses on providing districtwide professional learning for teachers, MLL leads, and instructional assistance in the area of language acquisition, vocabulary development, skills in speaking, listening, reading, and writing, and progress monitoring. Please note: in SDUHSD, we use asset based language. MLL refers to English learners. | $204,498.00 | Yes |
| **2.11** | Wayfinder | Wayfinder is a research-backed, educator-designed curriculum focused on developing "future-ready skills" for students in middle school. These skills include self-awareness, adaptability, empathy, collaboration, agency, and purpose. | $30,000.00 | Yes |
| **2.12** | Challenge/Community Days | Challenge Days are implemented schoolwide across district high schools to cultivate an inclusive school climate by breaking down social barriers and reducing isolation among diverse student groups. They are designed to foster empathy, enhance students' sense of safety, and proactively combat exclusionary behaviors like suspensions. This action is new for the 26-27 school year. | $121,789.00 | Yes |
| **2.13** | The Student Belonging Project | In partnership with the San Diego County Office of Education, this initiative is designed to enhance school culture by prioritizing student perspectives | $26,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | through solution-oriented conversations. This action is new for the 26-27 school year. | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 3 | ACHIEVE: All SDUHSD students are prepared to ACHIEVE their academic goals, equipping them with the ability to choose pathways for post-secondary success. | Broad Goal |

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

~WHY WAS THIS GOAL DEVELOPED?~
SDUHSD's Unity of Purpose statement is the cornerstone of this goal, which says: SDUHSD exists to provide a high-quality education for EACH AND EVERY student to demonstrate academic growth and optimize individual potential. We are proud of our tradition of high academic achievement, and we aim to remain one of the highest-performing school districts in California.

~WHAT DATA WAS USED TO DEVELOP THIS GOAL?~
SDUHSD is proud of our tradition of high academic achievement, and we celebrate the fact that, as a district, our academic performance metrics on the California Dashboard in English Language Arts and Mathematics are blue, and the College & Career indicator is very high - the highest possible outcomes for these metrics. Specifically:

- In English Language Arts, SDUHSD students performed 77.2 points above the standard, a 6.5-point increase from the previous year.
- In Mathematics, SDUHSD students performed 52.8 points above the standard, a 5.9-point increase from the previous year.
- 81.7% of SDUHSD students were placed in the "prepared" level for the college and career indicator.

A deeper look at the data from the California School Dashboard revealed achievement gaps among student groups that we seek to address through this goal. Specifically:

- In English Language Arts, students who are Asian, Filipino, Two or More Races, or White received a blue indicator, and students who are African American, English Learners, or Homeless received an orange indicator.
- In Mathematics, while students who are Asian, Filipino, Two or More Races, or White received a blue indicator, students who are African American received an orange indicator.
- On the college and career indicator, while students who are Asian, Two or More Races, or White received a very high indicator, Homeless students received a low indicator.

~IN WHAT WAYS DID INPUT FROM EDUCATIONAL PARTNERS LEAD TO THE DEVELOPMENT OF THIS GOAL?~
As the LCAP team met with students, faculty, staff, administrators, parents, and community members to review data and develop a goal around academic achievement, each group collectively realized that "each and every" SDUHSD student is not yet demonstrating academic

growth or optimizing their individual potential, as we commit to in the Unity of Purpose statement. Our data shows that there are groups of students in our district who are experiencing opportunity gaps, and we conducted interviews and engagement sessions to gather feedback on how to improve.

- Students commented on the need to feel represented in the curriculum and their desire to engage with meaningful academic work. They also expressed feeling like post-secondary choices, such as going to community college or directly to a career, were stigmatized. They wanted all post-secondary pathways to be elevated and celebrated equally.
- Faculty and staff expressed a deep desire for all students, including students who may not be diploma-bound, to have opportunities for a choice-filled future. Faculty commented on the importance of supporting academic growth in all forms, and over the course of this LCAP, they want to interrogate systems that may be unintentionally contributing to gaps in achievement and opportunities for students.
- Families celebrate the rigorous environment of SDUHSD but are worried that there might be too much emphasis placed on four-year universities. Families want students to be exposed to a broad curriculum with a multitude of voices from diverse backgrounds so they can be prepared for life beyond SDUHSD.

.~A DEEPER LOOK AT THIS GOAL~
Looking to the SDUHSD Unity of Purpose statement, we are unified as a district in the belief that each and every student deserves the best possible education, with robust academics and a breadth of experiences that prepare students for success in the world beyond SDUHSD. The language of this goal is very intentionally written:

All SDUHSD students are prepared to ACHIEVE their academic goals, equipping them with the ability to choose pathways for post-secondary success.

The spirit of this goal encompasses four areas:

- Empowering Choices: Every student has unique interests, strengths, and career aspirations. By preparing them to achieve their academic goals, we empower students to make informed choices about their future paths. This includes providing access to a wide range of educational opportunities, personalized support, and career exploration resources so that each student can pursue a pathway that aligns with their passions and goals.

- Individual Student Success: The primary focus of education is to empower students to reach their full potential. By ensuring that all students are prepared to achieve their academic goals, we are setting them up for success in their personal and professional lives. This includes providing them with the necessary knowledge, skills, and resources to excel academically and pursue their chosen pathways after high school.

- College and Career Readiness: In today's highly competitive and rapidly evolving job market, a strong academic foundation is essential for students to be competitive and adaptable. By equipping students with the ability to choose pathways for post-secondary success, such as 2 or 4-year college, vocational training, or entering the workforce directly, we are preparing them to be college, career, and future-ready.

- Long-Term Impact: Investing in student success and post-secondary readiness has long-term benefits for both our students and the community as a whole. Students who are prepared to achieve their academic goals are more likely to graduate, pursue higher

education or training, secure meaningful employment, and contribute positively to their communities. This contributes to a more educated and skilled workforce and higher levels of civic engagement.

Each action within this goal is designed to support outcomes detailed in the metrics portion. The metrics included drawing attention to academic performance as measured by the CAASPP, CAA, CAST, CAA Science, Progress on the ELPAC, Reclassification Rates, and AP exam pass rates. Other metrics draw attention to preparedness for post-secondary success, including A-G Completion, CTE Pathway Completion, and Seal of Biliteracy awards.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | English Language Arts (ELA) CAASPP Performance (Priority 4)<br><br>LEA performance on Academic Indicators for ELA using Average Distance from Standard – "DFS", which reflects both Smarter Balanced and CAA results.<br><br>Source: California School Dashboard | On the 2023-2024 California School Dashboard, the indicator colors and distance from standard for ELA CAASPP are as follows:<br><br>District Overall: Blue - 77.2 points above standard<br><br>~Race/Ethnicity~<br>African American: Orange - 38.9 points below standard<br><br>American Indian: No Performance Color - 22.9 points below standard<br><br>Asian: Blue - 131.3 points above standard<br><br>Filipino: Blue - 93.7 points above standard | On the 2024-2025 California School Dashboard, the indicator colors and distance from standard for ELA CAASPP are as follows:<br><br>District Overall: Green - 71.9 points above standard<br><br>~Race/Ethnicity~<br>African American: Yellow - 7.1 points below standard<br><br>American Indian: No Performance Color - Data not displayed due to low n size | On the 2025-2026 California School Dashboard, the indicator colors and distance from standard for ELA CAASPP are as follows:<br><br>District Overall: Blue - 80.1 points above standard<br><br>~Race/Ethnicity~<br>African American: Green - 0.3 points above standard<br><br>American Indian: No Performance Color - Data not displayed due to low n size<br><br>Asian: Blue - 129.7 points above standard | The target is for the district to maintain Blue and for each race/ethnic group and student group to achieve an indicator of green or higher. | District Overall: Increased by 2.9 points and remained in the Blue performance category<br><br>~Race/Ethnicity~<br>African American: Increased by 38.6 points and increased to Green<br><br>American Indian: Data not displayed due to low n size<br><br>Asian: Decreased by 1.6 points and remained Blue<br><br>Filipino: Decreased by 0.5 points and remained Blue |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Hispanic: Yellow - 21.5 points above standard<br><br>Two or More Races: Blue - 90 points above standard<br><br>Pacific Islander: No Performance Color - Data not displayed due to low n size<br><br>White: Blue - 75.2 points above standard<br><br>~Student Group~<br>English Learners: Orange - 15.3 points below standard<br><br>Foster Youth: No Performance Color - Data not displayed due to low n size<br><br>Homeless: Orange - 59.7 points below standard<br><br>Socioeconomically Disadvantaged: Yellow - 19.4 points above standard<br><br>Students with Disabilities: Yellow - | Asian: Green - 119.7 points above standard<br><br>Filipino: Green - 90.3 points above standard<br><br>Hispanic: Yellow - 20.1 points above standard<br><br>Two or More Races: Blue - 88.3 points above standard<br><br>Pacific Islander: No Performance Color - Data not displayed due to low n size<br><br>White: Green - 68.5 points above standard<br><br>~Student Group~<br>English Learners: Orange - 15.9 points below standard<br><br>Foster Youth: No Performance Color - Data not | Filipino: Blue - 93.2 points above standard<br><br>Hispanic: Green - 27 points above standard<br><br>Two or More Races: Blue - 102 points above standard<br><br>Pacific Islander: No Performance Color - Data not displayed due to low n size<br><br>White: Blue -76 points above standard<br><br>~Student Group~<br>English Learners: Yellow - 12.4 points below standard<br><br>Foster Youth: No Performance Color - Data not displayed due to low n size | | Hispanic: Increased by 5.5 points and increased to Green<br><br>Two or More Races: Increased by 12 points and remained Blue<br><br>Pacific Islander: Data remained not displayed due to low n size for both years.<br><br>White: Increased by 0.8 points and remained Blue<br><br>~Student Group~<br>English Learners: Decreased by 2.9 points and increased to Yellow<br><br>Foster Youth: Data remained not displayed due to low n size for both years.<br><br>Homeless: Increased by 22.4 points and remained Orange |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | 30.2 points below standard | displayed due to low n size<br><br>Homeless: Yellow - 16.6 points below standard<br><br>Socioeconomically Disadvantaged: Green - 22.6 points above standard<br><br>Students with Disabilities: Orange - 44.6 points below standard<br><br>*NEW* Long-Term English Learners: Red - 71.8 points below standard | Homeless: Orange - 37.3 points below standard<br><br>Socioeconomically Disadvantaged: Yellow - 24.2 points above standard<br><br>Students with Disabilities: Red - 82 points below standard<br><br>Long-Term English Learners: Red - 82 points below standard | | Socioeconomically Disadvantaged: Increased by 4.8 points and remained Yellow<br><br>Students with Disabilities: Decreased by 51.8 points and shifted from Yellow to Red<br><br>Long-Term English Learners: Decreased by 10.1 points and remained Red |
| 3.2 | MATH CAASPP Performance (Priority 4)<br><br>LEA performance on Academic Indicators for MATH using Average Distance from Standard – "DFS", which reflects both Smarter Balanced and CAA results.<br><br>Source: California School Dashboard | On the 2023-2024 California School Dashboard, the indicator colors and distance from standard are as follows:<br><br>District Overall: Blue - 52.8 points above standard<br><br>~Race/Ethnicity~ | On the 2024-2025 California School Dashboard, the indicator colors and distance from standard are as follows:<br><br>District Overall: Blue - 51 points above standard<br><br>~Race/Ethnicity~ | On the 2025-2026 California School Dashboard, the indicator colors and distance from standard are as follows:<br><br>District Overall: Blue - 56.8 points above standard<br><br>~Race/Ethnicity~ | The target is for the district to maintain Blue and for each race/ethnic group and student group to achieve an indicator of green or higher. | District Overall: Increased by 4 points, remaining in the Blue performance category.<br><br>~Race/Ethnicity~ African American: Declined by 5.8 points, remaining Orange. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | African American: Orange - 85 points below standard<br><br>American Indian: No Performance Color - 94.4 points below standard<br><br>Asian: Blue - 146.1 points above standard<br><br>Filipino: Blue - 83.1 points above standard<br><br>Hispanic: Green - 21.2 points below standard<br><br>Two or More Races: Blue - 77.8 points above standard<br><br>Pacific Islander: No Performance Color - Data not displayed due to low n size<br><br>White: Blue - 41.6 points above standard<br><br>~Student Group~<br>English Learners: Green - 24.7 points below standard<br><br>Foster Youth: No Performance Color - | African American: Orange - 90.8 points below standard<br><br>American Indian: No Performance Color - Data not displayed due to low n size<br><br>Asian: Blue - 144 points above standard<br><br>Filipino: Green - 78 points above standard<br><br>Hispanic: Yellow - 25.1 points below standard<br><br>Two or More Races: Green - 73.5 points above standard<br><br>Pacific Islander: No Performance Color - Data not displayed due to low n size<br><br>White: Green - 37.9 points above standard | African American: Yellow - 80.7 points below standard<br><br>American Indian: No Performance Color - Data not displayed due to low n size<br><br>Asian: Blue - 150.5 points above standard<br><br>Filipino: Blue - 75.3 points above standard<br><br>Hispanic: Yellow - 22.3 points below standard<br><br>Two or More Races: Blue - 77.3 points above standard<br><br>Pacific Islander: No Performance Color - Data not displayed due to low n size<br><br>White: Blue - 45.2 points above standard | | American Indian: No comparable data due to low n size.<br><br>Asian: Increased by 4.4 points and remained Blue.<br><br>Filipino: Decreased by 7.8 points and remained from Blue<br><br>Hispanic: Increased by 1.1 points and shifted from Green to Yellow.<br><br>Two or More Races: Declined by 0.5 points and remained Blue.<br><br>Pacific Islander: No comparable data available due to low n size.<br><br>White: Increased by 3.6 points and remained Blue<br><br>~Student Group~ |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Data not displayed due to low n size<br><br>Homeless: Yellow - 102.8 points below standard<br><br>Socioeconomically Disadvantaged: Green - 21.5 points below standard<br><br>Students with Disabilities: Yellow - 73.1 points below standard | ~Student Group~<br>English Learners: Yellow - 22.2 points below standard<br><br>Foster Youth: No Performance Color - Data not displayed due to low n size<br><br>Homeless: Yellow - 95.5 points below standard<br><br>Socioeconomically Disadvantaged: Yellow - 19.7 points below standard<br><br>Students with Disabilities: Orange - 87.3 points below standard<br><br>*NEW* Long-Term English Learners: Red - 116.8 points below standard | ~Student Group~<br>English Learners: Yellow - 30.2 points below standard<br><br>Foster Youth: No Performance Color - Data not displayed due to low n size<br><br>Homeless: Yellow - 88.1 points below standard<br><br>Socioeconomically Disadvantaged: Green - 13.3 points below standard<br><br>Students with Disabilities: Orange - 92.9 points below standard<br><br>Long-Term English Learners: Red - 130.9 points below standard | | English Learners: Decreased by 5.5 points and shifted from Green to Yellow.<br><br>Foster Youth: No comparable data available due to low n size.<br><br>Homeless: Improved by 14.7 points, and remained Yellow.<br><br>Socioeconomically Disadvantaged: Improved by 8.2 points and remained Green.<br><br>Students with Disabilities: Declined significantly by 19.8 points and decreased from Yellow to Orange<br><br>Long-Term English Learners: Decreased by 13.8 points, remained Red |
| 3.3 | Science CAST Performance (Priority 4) | This data is not yet reported on the | On the 2024-2025 California School | On the 2025-2026 California School | The target is for the district and | The baseline data from the 2024- |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | LEA performance on Academic Indicators for Science using Average Distance from Standard – "DFS", which reflects both Smarter Balanced and CAA results.<br><br>Source: California School Dashboard | California School Dashboard, however, it will be beginning with the 2024-2025 Dashboard.<br><br>In the 2023-2024 school year, 61.01% of students met or exceeded standard for Science on the CAST assessment. | Dashboard, this indicator is for informational purposes only, and thus, no performance colors are issued. The distance from standard is as follows:<br><br>District Overall: 2.1 points above standard<br><br>~Race/Ethnicity~ African American: 11.9 points below standard<br><br>American Indian: Data not displayed due to low n size<br><br>Asian: 13.4 points above standard<br><br>Filipino: 6 points above standard<br><br>Hispanic: 9 points below standard<br><br>Two or More Races: 6.6 points above standard | Dashboard, this indicator is for informational purposes only. The Dashboard is now reporting in terms of "Science Points", which is a change from the prior year. The indicator and science points are as follows:<br><br>District Overall: Blue - 68.4 Science Points<br><br>~Race/Ethnicity~ African American: No Performance color - 51.6 Science Points<br><br>American Indian: Data not displayed due to low n size<br><br>Asian: Blue - 79.9 Science Points<br><br>Filipino: No Performance Color - 74.7 Science Points | each race/ethnic group and student group to achieve an indicator of green or higher. | 2025 California School Dashboard, was presented for informational purposes only and did not include performance colors. Performance colors will appear on the 25-26 Dashboard and this will be reported out in Year 3. We are still unable to provide a comparison due to differences in reporting. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | Pacific Islander: Data not displayed due to low n size<br><br>White: 0.9 points above standard<br><br>~Student Group~<br>English Learners: 17 points below standard<br><br>Foster Youth: Data not displayed due to low n size<br><br>Homeless:18.3 points below standard<br><br>Socioeconomically Disadvantaged: 7.8 points below standard<br><br>Students with Disabilities: 16.9 points below standard<br><br>*NEW* Long-Term English Learners: 27.7 points below standard | Hispanic: Green - 57.7 Science Points<br><br>Two or More Races: Blue - 76.6 Science Points<br><br>Pacific Islander: Data not displayed due to low n size<br><br>White: Blue - 67.1 Science Points<br><br>~Student Group~<br>English Learners: Green - 50.9 Science Points<br><br>Foster Youth: Data not displayed due to low n size<br><br>Homeless:Yellow - 45 Science Points<br><br>Socioeconomically Disadvantaged: Green - 57.6 Science Points<br><br>Students with Disabilities: Yellow - 47.1 Science Points | | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | Long-Term English Learners: Orange - 39.1 Science Points | | |
| 3.4 | Met UC/CSU Requirements (A-G Completion) (Priority 4)<br><br>The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University.<br><br>Source: California School Dashboard Additional Reports | On the 2023-2024 California School Dashboard, the percentage of students in the combined four- and five-year graduation rate by student group who met the UC/CSU requirements are as follows:<br><br>All Students: 79.4%<br><br>~Race/Ethnicity~ African American: 46.2%<br><br>American Indian: *<br><br>Asian: 91.2%<br><br>Filipino: 93.8%<br><br>Hispanic: 57.9%<br><br>Two or More Races: 85.5%<br><br>Pacific Islander: *<br><br>White: 81.4% | On the 2024-2025 California School Dashboard, the percentage of students in the combined four- and five-year graduation rate by student group who met the UC/CSU requirements are as follows:<br><br>All Students: 78.1%<br><br>~Race/Ethnicity~ African American: 52.4%<br><br>American Indian: Data not displayed due to low n size<br><br>Asian: 88.8%<br><br>Filipino: 82.6%<br><br>Hispanic: 59.8%<br><br>Two or More Races: 86.4% | On the 2025-2026 California School Dashboard, the percentage of students in the combined four- and five-year graduation rate by student group who met the UC/CSU requirements are as follows:<br><br>All Students: 76.8%<br><br>~Race/Ethnicity~ African American: 68.4%<br><br>American Indian: Data not displayed due to low n size<br><br>Asian: 83.6%<br><br>Filipino: 94.7%<br><br>Hispanic: 57.1%<br><br>Two or More Races: 83.9% | Increase and maintain A-G completion rates at 80% or higher for all students.<br><br>Continue to increase each student group by 2% annually. | All Students: Declined by 2.6%<br><br>~Race/Ethnicity~ African American: Increased by 22.2%<br><br>American Indian: Data not displayed due to low n size<br><br>Asian: Decreased by 7.6%<br><br>Filipino: Increased by 0.9%<br><br>Hispanic: Decreased by 0.8%<br><br>Two or More Races: Decreased by 1.6%<br><br>Pacific Islander: Data not displayed due to low n size<br><br>White: Decreased by 1.5% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | ~Student Group~<br>English Learners: 42.3%<br><br>Foster Youth: *<br><br>Homeless: 14.6%<br><br>Socioeconomically Disadvantaged: 61.9%<br><br>Students with Disabilities: 34.9% | Pacific Islander: Data not displayed due to low n size<br><br>White: 79.6%<br><br>~Student Group~<br>English Learners: 35.8%<br><br>Foster Youth: Data not displayed due to low n size<br><br>Homeless: 26.5%<br><br>Socioeconomically Disadvantaged: 61.3%<br><br>Students with Disabilities: 39.3%<br><br>*NEW* Long-Term English Learners: 36.8% | Pacific Islander: Data not displayed due to low n size<br><br>White: 79.9%<br><br>~Student Group~<br>English Learners: 28.6%<br><br>Foster Youth: Data not displayed due to low n size<br><br>Homeless: 29.3%<br><br>Socioeconomically Disadvantaged: 63.7%<br><br>Students with Disabilities: 35.6%<br><br>Long-Term English Learners: 36.8% | | ~Student Group~<br>English Learners: Decreased by 13.7%<br><br>Foster Youth: Data not displayed due to low n size<br><br>Homeless: Increased by 14.7%<br><br>Socioeconomically Disadvantaged: Decreased by 1.8%<br><br>Students with Disabilities: Decreased by 0.7%<br><br>Long-Term English Learners: No change |
| 3.5 | CTE Pathway Completion (Priority 4)<br><br>The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with state board- | On the 2023-2024 California School Dashboard, the percentage of students in the combined four- and five-year graduation rate by student group who completed at least one CTE Pathway with a | On the 2024-2025 California School Dashboard, the percentage of students in the combined four- and five-year graduation rate by student group who completed at least one CTE Pathway | On the 2025-2026 California School Dashboard, the percentage of students in the combined four- and five-year graduation rate by student group who completed at least one CTE Pathway | The target is to increase CTE Pathway completion for all students by 4%, with an overall 3% increase for each student group. | All Students: Increased by 4.7%<br><br>~Race/Ethnicity~<br>African American: Increased significantly by 29.1%<br><br>American Indian: No comparable |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | approved career technical education standards and frameworks<br><br>Source: California School Dashboard | grade of C- or better (or Pass) are as follows:<br><br>All Students: 37.5%<br><br>~Race/Ethnicity~<br>African American: 7.7%<br><br>American Indian: *<br><br>Asian: 36.0%<br><br>Filipino: 68.8%<br><br>Hispanic: 24.7%<br><br>Two or More Races: 37.0%<br><br>Pacific Islander: *<br><br>White: 41.3%<br><br>~Student Group~<br>English Learners: 16.8%<br><br>Foster Youth: *<br><br>Homeless: 6.3%<br><br>Socioeconomically Disadvantaged: 29.0%<br><br>Students with Disabilities: 22.9% | with a grade of C- or better (or Pass) are as follows:<br><br>All Students: 37.5%<br><br>~Race/Ethnicity~<br>African American: 28.6%<br><br>American Indian: Data not displayed due to low n size<br><br>Asian: 37.7%<br><br>Filipino: 34.8%<br><br>Hispanic: 27.8%<br><br>Two or More Races: 43.6%<br><br>Pacific Islander: Data not displayed due to low n size<br><br>White: 39.8%<br><br>~Student Group~<br>English Learners: 16.1%<br><br>Foster Youth: Data not displayed due to low n size | with a grade of C- or better (or Pass) are as follows:<br><br>All Students: 42.2%<br><br>~Race/Ethnicity~<br>African American: 36.8%<br><br>American Indian: Data not displayed due to low n size<br><br>Asian: 40.5%<br><br>Filipino: 47.4%<br><br>Hispanic: 34.5%<br><br>Two or More Races: 39.2%<br><br>Pacific Islander: Data not displayed due to low n size<br><br>White: 45.8%<br><br>~Student Group~<br>English Learners: 27.0%<br><br>Foster Youth: Data not displayed due to low n size | | data due to low n size<br><br>Asian: Increased by 4.5%<br><br>Filipino: Decreased significantly by 21.4%<br><br>Hispanic: Increased by 9.8%<br><br>Two or More Races: Increased by 2.2%<br><br>Pacific Islander: No comparable data due to low n size<br><br>White: Increased by 4.5%<br><br>~Student Group:~<br>English Learners: Increased by 10.2%<br><br>Foster Youth: No comparable data due to low n size |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | Homeless: 12.2%<br><br>Socioeconomically Disadvantaged: 32.3%<br><br>Students with Disabilities: 24.6%<br><br>*NEW* Long-Term English Learners: 12.3% | Homeless: 19.0%<br><br>Socioeconomically Disadvantaged: 39.1%<br><br>Students with Disabilities: 27.6%<br><br>Long-Term English Learners: 29.8% | | Homeless: Increased by 12.7%<br><br>Socioeconomically Disadvantaged: Increased by 10.1%<br><br>Students with Disabilities: Increased by 4.7%<br><br>Long-Term English Learners: Increased by 6.9% |
| 3.6 | Both CTE & Met UC/CSU Requirements (A-G Completion) (Priority 4)<br><br>The percentage of pupils who have successfully completed both A-G and CTE pathway requirements<br><br>Source: California School Dashboard | On the 2023-2024 California School Dashboard, the combined rate percentage of students in the combined four- and five-year graduation rate by student group who met UC/CSU Requirements AND completed at least one CTE Pathway with a grade of C- or better (or Pass) are as follows:<br><br>All Students: 33.9%<br><br>~Race/Ethnicity~ African American: 7.7%<br><br>American Indian: * | On the 2024-2025 California School Dashboard, the combined rate percentage of students in the combined four- and five-year graduation rate by student group who met UC/CSU Requirements AND completed at least one CTE Pathway with a grade of C- or better (or Pass) are as follows:<br><br>All Students: 32.9% | On the 2025-2026 California School Dashboard, the combined rate percentage of students in the combined four- and five-year graduation rate by student group who met UC/CSU Requirements AND completed at least one CTE Pathway with a grade of C- or better (or Pass) are as follows:<br><br>All Students: 35.4% | The target is to increase CTE Pathway and A-G completion for all students by 4%, with an overall 3% increase for each student group. | All Students: Increased by 1.5%<br><br>~Race/Ethnicity~ African American: Increased significantly by 23.9%<br><br>American Indian No comparable data due to low n size<br><br>Asian: Increased by 2.5%<br><br>Filipino: Decreased by 15.1% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Asian: 33.2%<br><br>Filipino: 62.5%<br><br>Hispanic: 19.6%<br><br>Two or More Races: 35.5%<br><br>Pacific Islander: *<br><br>White: 37.7%<br><br>~Student Group~<br>English Learners: 10.9%<br><br>Foster Youth: *<br><br>Homeless: 2.1%<br><br>Socioeconomically Disadvantaged: 24.7%<br><br>Students with Disabilities: 14.5% | ~Race/Ethnicity~<br>African American: 23.8%<br><br>American Indian: Data not displayed due to low n size<br><br>Asian: 35.0%<br><br>Filipino: 30.4%<br><br>Hispanic: 22.7%<br><br>Two or More Races: 40.0%<br><br>Pacific Islander: Data not displayed due to low n size<br><br>White: 34.7%<br><br>~Student Group~<br>English Learners: 10.9%<br><br>Foster Youth: Data not displayed due to low n size<br><br>Homeless: 2.0%<br><br>Socioeconomically Disadvantaged: 24.8% | ~Race/Ethnicity~<br>African American: 31.6%<br><br>American Indian: Data not displayed due to low n size<br><br>Asian: 35.7%<br><br>Filipino: 47.4%<br><br>Hispanic: 23.9%<br><br>Two or More Races: 35.5%<br><br>Pacific Islander: Data not displayed due to low n size<br><br>White: 39.1%<br><br>~Student Group~<br>English Learners: 11.9%<br><br>Foster Youth: Data not displayed due to low n size<br><br>Homeless: 8.6%<br><br>Socioeconomically Disadvantaged: 29.6% | | Hispanic: Increased by 4.3%<br><br>Two or More Races: No change<br><br>Pacific Islander: No comparable data due to low n size<br><br>White: Increased by 1.4%<br><br>~Student Group~<br>English Learners: Increased by 1%<br><br>Foster Youth: No comparable data due to low n size<br><br>Homeless: Increased by 6.5%<br><br>Socioeconomically Disadvantaged: Increased by 4.9%<br><br>Students with Disabilities: Decreased by 1.5%<br><br>Long-Term English Learners: No Change |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | Students with Disabilities: 14.7%<br><br>*NEW* Long-Term English Learners: 12.3% | Students with Disabilities: 13.0%<br><br>Long-Term English Learners: 12.3% | | |
| 3.7 | Percentage of English Learner pupils who made progress toward English Proficiency measured by ELPAC (Priority 4)<br><br>The percentage of English Learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California or any subsequent assessment of English proficiency, as certified by the state board.<br><br>Source: California School Dashboard | Orange - 54.2% making progress towards English language proficiency<br><br>40% of ELs progressed at least one ELPI level<br><br>14.2% of ELs maintained ELPI level 4<br><br>24.8% of ELs maintained ELPI levels 1, 2L, 2H, 3L, 3H<br><br>21.1% of ELs decreased at least one ELPI level | On the 2024-2025 California School Dashboard, the indicator color and ELPI levels are as follows:<br><br>Green - 61.4% making progress towards English language proficiency<br><br>55.4% of ELs progressed at least one ELPI level<br><br>6.1% of ELs maintained ELPI level 4<br><br>27.1% of ELs maintained ELPI levels 1, 2L, 2H, 3L, 3H<br><br>11.4% of ELs decreased at least one ELPI level | On the 2025-2026 California School Dashboard, the indicator color and ELPI levels are as follows:<br><br>Green - 61% making progress towards English language proficiency<br><br>54% of ELs progressed at least one ELPI level<br><br>6.8% of ELs maintained ELPI level 4<br><br>26.4% of ELs maintained ELPI levels 1, 2L, 2H, 3L, 3H<br><br>12.9% of ELs decreased at least one ELPI level | The target is to increase the ELPI Indicator to green. | The overall indicator color improved from Orange to Green, supported by a 6.9 percentage point increase in students deemed to be making progress.<br><br>The percentage of ELs who progressed at least one ELPI level increased by 14%<br><br>The percentage of ELs who maintained ELPI level 4 decreased by 7.4%<br><br>The percentage of ELs who maintained ELPI levels 1, 2L, 2H, 3L, 3H increased by 1.6% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | | The percentage of ELs who decreased at least one ELPI level decreased by 8.2% |
| 3.8 | Reclassification Rate (Priority 4)<br><br>The English Learner reclassification rate.<br><br>Source: DataQuest | In the 2022-2023 school year, 112 students were reclassified to Fluent English Proficient. The reclassification rate for 22-23 is 18.21% | In the 2023-2024 school year, 150 students were reclassified to Fluent English Proficient. The reclassification rate for 23-24 is 26.17% | In the 2024-2025 school year, 129 students were reclassified to Fluent English Proficient. The reclassification rate for 24-25 is 29%. | Increase reclassification rates to 25%. | The number of students achieving Fluent English Proficient status increased by 17 students. The reclassification rate increased by 10.79 percentage points. |
| 3.9 | AP Participation & Exam Pass Rate (Priority 4)<br><br>The number of exams administered<br><br>The percentage of pupils who have passed an Advanced Placement examination with a score of 3 or higher.<br><br>How many students sat for a minimum of 1 exam<br><br>The average number of exams taken by an individual student.<br><br>Source: College Board Reporting Site | 2022-2023 AP Exam Data:<br><br>9,667 exams<br>84% pass rate<br>3,777 examinees<br>2.6 exams per student | 2023-2024 AP Exam Data:<br><br>10,459 exams<br>87.4% pass rate<br>3,907 examinees<br>2.7 exams per student | 2024-2025 AP Exam Data:<br><br>10,324 exams<br>91% pass rate<br>3,862 examinees<br>2.7 exams per student | Maintain high AP Exam pass rates at or above 84% | Total exams increased by 657<br>Pass rate increased by 7%<br>Examinees increased by 85<br>.1 increase in exams per student |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.10 | Early Assessment Program Rates (Priority 4)<br><br>Participation and demonstration of college preparedness. Percentage of students who are "Ready" for College as measured by the grade 11 Early Assessment Program in English Language Arts and Math<br><br>Source: CAASPP Scores | English Language Arts EAP using 2022-2023 CAASPP scores:<br>44.28% “College Ready” (CAASPP level 4)<br>48.16% “Conditionally Ready” (CAASPP level 2 and 3)<br>7.56% “Not Ready” (CAASPP level 1)<br><br>Math EAP using 2022-2023 SBAC scores:<br>46.51% “College Ready” (SBAC level 4)<br>39.13% “Conditionally Ready” (SBAC level 2 and 3)<br>14.36% “Not Ready” (CAASPP level 1) | English Language Arts EAP using 2023-2024 CAASPP scores:<br>42.3% “College Ready” (CAASPP level 4)<br>49.8% “Conditionally Ready” (CAASPP level 2 and 3)<br>7.9% “Not Ready” (CAASPP level 1)<br><br>Math EAP using 2022-2023 CAASPP scores:<br>45.7% “College Ready” (CAASPP level 4)<br>39.4% “Conditionally Ready” (CAASPP level 2 and 3)<br>14.8% “Not Ready” (CAASPP level 1) | English Language Arts EAP using 2024-2025 CAASPP scores:<br>46.52% “College Ready” (CAASPP level 4)<br>45.91% “Conditionally Ready” (CAASPP level 2 and 3)<br>7.58% “Not Ready” (CAASPP level 1)<br><br>Math EAP using 2022-2023 CAASPP scores:<br>47.82% “College Ready” (CAASPP level 4)<br>37.01% “Conditionally Ready” (CAASPP level 2 and 3)<br>15.17% “Not Ready” (CAASPP level 1) | Decrease the percentage of students who are "not ready" (grade 11, CAASPP level 1) in ELA and Math by 5% each. | ELA<br>College Ready: Increased by 2.24%<br>Conditionally Ready: Decreased by 2.25%<br>Not Ready: Increased by .02%<br><br>MATH<br>College Ready: Increased by 1.31%<br>Conditionally Ready: Decreased by 2.12%<br>Not Ready: Increased by .81% |
| 3.11 | State Seal of Biliteracy (Priority 8)<br><br>Percentage of students who earn the State Seal of Biliteracy<br><br>Source: DataQuest Four-Year ACGR Report and Outcomes | In 2022-2023, 690 of a cohort of 2,279 students earned the Seal of Biliteracy, for a percentage of 30%. | In 2023-2024, 652 of a cohort of 2,347 students earned the Seal of Biliteracy, for a percentage of 27.7% | In 2024-2025, 682 of a cohort of 2,140 students earned the Seal of Biliteracy, for a percentage of 31.9% | Increase the percentage of students earning the State Seal of Biliteracy by 5%. | The number of students earning the Seal of Biliteracy decreased by 8.<br><br>Increase of 1.9%. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.12 | Golden State Seal Merit Diploma (Priority 8)<br><br>Percentage of students who earn the Golden State Seal Merit Diploma<br><br>Source: DataQuest Four-Year ACGR Report and Outcomes | In 2022-2023, 1,761 of a cohort of 2,279 students earned the Golden State Seal Merit Diploma, for a percentage of 77%. | In 2023-2024,1,840 of a cohort of 2,347 students earned the Golden State Seal Merit Diploma, for a percentage of 78.3%. | In 2024-2025,1,761 of a cohort of 2,140 students earned the Golden State Seal Merit Diploma, for a percentage of 82%. | Increase the percentage of students earning the Golden State Seal Merit Diploma by 5%. | Number of students earning the Golden State Seal Merit Diploma decreased by 518.<br><br>Increase of 5%. |
| 3.13 | College Credit Courses Completed (Priority 8)<br><br>Percentage of students with completion of two semesters, three quarters, or three trimesters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded<br><br>Source: CA School Dashboard College/Career Levels and Measures "Met Prepared" Report | All Students: 16.1% | All Students: 18.5% | All Students: 25.3% | Increase the percentage of students meeting prepared on the CCI indicator through college courses completed by 5%. | Increased by 9.2% |

# Goal Analysis [2025-26]

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.

OVERVIEW

The district maintained its strong commitment to post-secondary preparedness by pairing a rigorous curriculum with targeted academic software interventions. While the year was marked by notable successes in narrowing achievement gaps for specific student groups, overall implementation was challenged by a slight district-wide decline in English Language Arts (ELA). Additionally, the District continues to pare down and shift direction with regard to software and technology.

Successes:
Narrowing Achievement Gaps: The district experienced distinct success in closing academic gaps for specialized student groups in both ELA and Mathematics.
English Proficiency Gains: Multilingual Learner (MLL) students demonstrated significant growth, leading to substantial improvements on the English Learner Progress Indicator (ELPI) and elevated reclassification rates.
Advanced Coursework Excellence: High school students achieved positive longitudinal growth in Advanced Placement (AP) exam pass rates and college credit course completions.
College Credit Course Completion: More students are completing college courses while enrolled in high school.
Expanded Intervention Access: High participation in college visits and positive performance growth on localized screening tools proved that core actions effectively supported historically underserved populations.

Areas of Opportunity:
System-Wide ELA Declines: Overall district performance on the CAASPP ELA assessment experienced a minor multi-year drop.
High-Performing Subgroup Plateaus: Several historically high-performing student groups saw slight, unexpected decreases in their ELA and Mathematics scores.
Bilingual Recognition Drops: The district recorded a noticeable decrease in the total number of students earning the State Seal of Biliteracy.
Subgroup A-G Gaps: Specific student groups failed to hit target growth metrics, showing persistent vulnerabilities in UC/CSU A-G completion rates and Career Technical Education (CTE) pathway completions.

What's Next:
Discrepancies among student groups remain, and a key challenge is addressing the disparities in outcomes for different student groups, particularly in the areas of ELA and math. SDUHSD will pay special attention to participation in options for post-secondary preparedness, including CTE pathway completion and UC/CSU A-G completion.

LEVELS OF IMPLEMENTATION
To objectively evaluate the levels of implementation of each action, SDUHSD uses a formal tool provided by CCSESA called the LEA Self-Evaluation tool (LEASA). Each action is evaluated across 4 levels of implementation:

- Laying the Foundation: Not yet started or minimal implementation

No actions fit this category

- Installing: Working towards implementation (Building infrastructure, securing resources, and providing initial staff training).

No actions fit this category

- Implementing: Transformation and systemic efforts are underway.

3.4 (as this is being expanded to the south end of the district)
3.6 (this year had a service interruption but resumed before the end of the year)

- Continuous Improvement and Sustainability: Systems are in place that are regularly monitored and revised.

Actions 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 3.18

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.

Most of the differences between budgeted and estimated expenditures are due to salary increases and the movement of computer software programs to other budgets. This can be seen in Actions 3.3, 3.6, and 3.14, 3.15, 3.16, 3.17, and 3.18.

The cost of professional development under Action 3.1 was less than budgeted due to an ability to support teachers with their work with Multilingual Learners using other district funds.

The cost of college visits under Action 3.2 increased as a result of a an increase in participation in these visits.

Action 3.4, Dual Immersion Program, is being expanded to Carmel Valley Middle School, resulting in an increase of expenditures. Moving forward, this will action will be funded by the General Fund.

Action 3.6, Assessment Coordinator, temporarily supported the district in another capacity, resulting in less expense than initially estimated.

Action 3.10 had a rebranding by the publisher, resulting in changes in the way the curriculum is delivered. As a result, we spent slightly more on this action than anticipated.

Action 3.11 had slightly less expenses than anticipated, due to a slight decrease in participation in the program, which we suspect is the byproduct of declining enrollment.

Action 3.12 required more licenses than anticipated, resulting in higher costs than estimated.

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

Actions such as professional development, intervention sections, the Dual Language Program, and specific support roles like the CoSA and Assessment Coordinator show positive impacts on narrowing achievement gaps, improving English Learner progress, and increasing college readiness. Additionally, software and programs like Renaissance, ELLevation, Freckle, Read 180, AVID, IXL, and BrainPOP contribute to providing targeted support and enrichment in various subjects. However, some areas of concern exist, as certain actions have not supported improvement in overall ELA performance, A-G completion rates, and CTE pathway completion for specific student groups. Our staff will continue to monitor these areas this year and adjust supports and professional learning accordingly.

Action 3.1: Effective. There continued to be a demand for professional learning under this action to support teachers working with Multilingual Learners (MLL). This investment directly correlates with improved data surrounding MLL language acquisition and proves that teachers successfully applied this learning to their instructional practices. Specifically, Multilingual Learner Progress on the CA Dashboard improved from a baseline of 54.2% making progress to 61% in Year 2.

Action 3.2: Effective. Participation in these visits quadrupled compared to initial expectations. This expansion indicates that the AVID program and the Counselor on Special Assignment (CoSA) workflows successfully provided critical, direct post-secondary exposure to historically underserved and first-generation student populations.

Action 3.3: Effective. Students enrolled in these targeted math, reading, and academic lab sections demonstrated steady, measurable improvement on localized quarterly assessment metrics. This extra instructional time successfully narrowed achievement gaps before the release of summative state test scores. These interventions supported districtwide academic performance, helping ELA CAASPP performance reach 80.1 points above standard in Year 2.

Action 3.4: Effective. Middle school students enrolled in this dual immersion track at Diegueno Middle School demonstrated rapid bilingual vocabulary development and skill transfer. This growth was validated through strong localized classroom and formative assessments. This program will be expanded to Carmel Valley Middle School and moved to the general fund next year. This language growth contributed to broader district achievements in biliteracy, with 682 students (31.9% of the cohort) earning the State Seal of Biliteracy in Year 2.

Action 3.5: Effective. This role successfully drove post-secondary access by executing large-scale initiatives, including the region's largest college and career fair. The CoSA's steady monitoring directly supported student progress, ensuring high numbers of pupils remained on track to complete UC/CSU A-G graduation requirements. The effectiveness of these post-secondary readiness efforts is evidenced by the high school graduation rate reaching 97.7% in Year 2. Additionally, 86.8% of students were prepared on the College and Career Indicator.

Action 3.6: Effective. Despite a service interruption, this coordinator provided vital logistical and outreach assessment support. This structural assistance allowed the district to manage massive testing volumes, solidifying its place as one of the fifty highest-volume Advanced Placement (AP) districts in the nation, with over 10,000 assessments administered.

Action 3.7: Effective. This academic screener successfully established a critical early-warning system. By generating real-time data multiple times a year, it allowed teachers and counselors to quickly identify learning gaps and accurately deploy immediate academic interventions. Early identification contributed to an increased student reclassification rate of 29% in Year 2, up from a baseline of 18.21%.

Action 3.8: Effective. This tracking software served as a vital tool for monitoring the multi-year academic progress of both active multilingual learners and recently reclassified fluent English proficient students. Sustained tracking supported a rise in total reclassified students from 112 at baseline to 129 in Year 2.

Action 3.9: Effective. This digital platform successfully reinforced vocabulary and adaptive practice in mathematics. High usage rates allowed middle school teachers to monitor progress in real time and immediately adjust instruction to address subgroup mathematical gaps. This targeted real-time math support reinforced general academic achievement, helping the district maintain a top-tier Blue indicator on the CA Dashboard, with students performing 56.8 points above standard.

Action 3.10: Effective. This reading intervention software provided continuous, targeted support to maximize reading comprehension for language learners. Continuous reading support contributed directly to a 6.8% increase in Multilingual Learner Progress on the CA Dashboard compared to baseline performance.

Action 3.11: Effective. Direct funding for program materials and field trips successfully reinforced college preparedness workflows. Longitudinal student and parent interviews highlight that this structured environment was a key factor in keeping low-income and English Learner students on track for graduation. These college readiness efforts directly supported student completion outcomes, reflected in the district increasing the graduation rate for Multilingual Learners by 9.2%.

Action 3.12: Effective. This software required fewer licenses than initially projected but remained a core math intervention tool. Teachers effectively extracted student data to deliver targeted skills practice and specialized remediation. Targeted remediation aided overall student learning, contributing to a 2.9-point increase over baseline in district CAASPP performance.

Action 3.13: Effective. This supplemental resource allowed students to navigate multi-disciplinary learning milestones. Multi-disciplinary academic assistance helped sustain language progress, keeping 61% of Multilingual Learners on track for progress on the CA Dashboard.

Action 3.14: Effective. This platform effectively delivers detailed, real-time analytics that allow educators to look past broad averages and pinpoint exact learning gaps—whether rooted in a core content deficiency, a conceptual misunderstanding, or a language barrier. By enabling teachers to deliver immediate, personalized digital feedback on student work and quickly modify assignments for instant remediation or reteaching, this action has provided a vital mechanism to address student learning needs at their onset. Technology surveys confirm that teachers find immense value in this resource, and student usage data has remained exceptionally high from its baseline implementation through Year 2.This continuous remediation mechanism contributed to the district achieving 80.1 points above standard on the ELA CAASPP in Year 2.

Action 3.15: Effective. This comprehensive English Language Arts curriculum was initially implemented to support integrated language and content instruction for language learners, offering text-to-speech features. It is being discontinued in the LCAP to become a core material for middle schoolers districtwide. Integrated language support using this curriculum helped drive overall academic growth, contributing to ELA CAASPP performance reaching 80.1 points above standard in Year 2, as well as contributed to raising the district's MLL reclassification rate to 29% in Year 2.

Action 3.16: Effective. This tool was designed to systematically address common writing errors, punctuation rules, and foundational grammar gaps for students with less exposure to formal academic language. Because its wide success in improving core writing and grammar proficiency helped drive districtwide ELA CAASPP performance to 80.1 points above standard (Metric 3.1), it has transitioned from a targeted supplemental LCAP intervention to a universal districtwide tool funded through the general fund.

Action 3.17: Effective. This video creation and screen-recording tool successfully transformed language learners from passive consumers of content into active creators, providing them with powerful avenues to practice and demonstrate their English proficiency. Technology surveys validate that teachers find immense value in using this software to personalize instruction and deliver richer feedback, keeping usage data exceptionally high from baseline to Year 2.Active language demonstration supported MLL progress, keeping the district in the 'Green' performance category on the CA Dashboard.

Action 3.18: Ineffective (redundant and underutilized). This interactive presentation tool was implemented to leverage anonymity, allowing hesitant or anxious language learners to respond to classroom discussions confidently without fear of making mistakes. While technology

surveys indicate that teachers valued its ability to gather real-time formative data, teachers shared that Formative has similar enhanced features. This action will be discontinued.

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.

Goal 3 will remain unchanged for the 26-27 school year.

Target Outcomes:
Target outcomes for the Science California Science Test (CAST) have evolved significantly. After initially serving purely as informational data, the metric will officially lose its "information only" status on the upcoming dashboard, establishing formalized performance targets in the Green category or higher for the district as a whole and for each individual student subgroup.

Actions:
Reflections on prior instructional practices and software utility also prompted major changes to the planned actions under Goal 3, resulting in a strategic consolidation of digital resources.

Lit360 (action 3.15) and No Red Ink (Action 3.16) are being discontinued in the LCAP as alternative district funds will be used to continue this work going forward

Pear Deck (action 3.18) is being discontinued entirely as a result of its ineffectiveness.

**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.**

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.1** | Professional Development Costs (SBAs/Sub Costs) | Costs for staff professional development funded through LCAP, such as substitute costs and SBAs. | $101,847.00 | Yes |
| **3.2** | College Visits | This action provides bus costs for college visits for students who are first generation college bound. | $20,000.00 | Yes |
| **3.3** | Intervention Sections | This action provides staffing for intervention support sections in math, ELA/Reading, and Academic Lab/Survival at 3.95FTE. | $558,616.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **3.4** | Dual Language Program | (DISCONTINUED 2026) This action provides for staffing for SDUHSD's Dual Language Immersion Program at Diegueno Middle School @ 1.20FTE. | $0.00 | No |
| **3.5** | CoSA | This action provides for a counselor on special assignment @ .8FTE to support College and Career Readiness. | $136,807.00 | Yes |
| **3.6** | Assessment Coordinator | This action provides a district-level coordinator to support both assessment and data initiatives and student outreach for assessment programs. | $111,372.00 | Yes |
| **3.7** | Renaissance | Renaissance is an academic screener designed to provide assessments to identify and support students with targeted intervention in ELA and math. | $106,000.00 | Yes |
| **3.8** | ELLevation | ELLevation is a software program for progress monitoring multilingual learner students. | $7,500.00 | Yes |
| **3.9** | Freckle | Freckle ELA is an online learning tool that automatically adjusts reading passages and skills practice to match students' individual reading levels. This ensures they are always challenged just enough to grow, while also giving teachers clear updates on their progress. | $13,383.00 | Yes |
| **3.10** | E3D Language Launch (formerly Read 180) | E3D Language Launch is ELA intervention software designed to support MLL students with ELA. | $16,000.00 | Yes |
| **3.11** | AVID | Costs for the AVID (Advancement Via Individual Determination) program, which is designed to support students who are college-bound. | $35,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **3.12** | IXL | Cost of the IXL math software and professional development. | $67,000.00 | Yes |
| **3.13** | BrainPop | BrainPop Software designed to support learning in various content areas. | $15,000.00 | Yes |
| **3.14** | Formative | Formative (often referred to as GoFormative) is a web-based software program designed for 7-12 classrooms that facilitates real-time instruction and assessment. It allows teachers to create and deliver assignments, lessons, and assessments to students online, and then track student progress and provide immediate feedback. | $78,000.00 | Yes |
| **3.15** | CommonLit 360 | (DISCONTINUED, 2026.) CommonLit 360 is a comprehensive, supplemental English Language Arts (ELA) curriculum designed for secondary students. It goes beyond simply offering individual reading passages and focuses on the four domains of English: reading, writing, speaking, and listening. | $0.00 | No |
| **3.16** | NoRedInk | (DISCONTINUED, 2026) NoRedInk is a tool that provides students with practice in common grammatical errors, punctuation rules, capitalization, sentence structure, parts of speech, and more. It helps students solidify these foundational elements of writing. | $0.00 | No |
| **3.17** | Screencastify | Screencastify is a tool that enables screen recording, editing, and sharing of videos, supporting teachers as they create instructional content, provide personalized feedback, and empower student video creation. Teachers use Screencastify because it makes it simple to leverage the power of video to personalize learning, provide richer feedback, make instruction more engaging, and ultimately, improve student outcomes. | $24,750.00 | Yes |
| **3.18** | Pear Deck | (DISCONTINUED, 2026) Pear Deck is an interactive presentation tool that transforms traditional Google Slides or Microsoft PowerPoint presentations | $0.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | into engaging, formative assessment opportunities. It allows teachers to embed various interactive questions and activities directly into their slides, enabling real-time student participation and providing immediate insights into student understanding. | | |

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $5,318,997.00 | $0 |

**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 |
|---|---|---|---|
| 3.614% | 0.000% | $0.00 | 3.614% |

**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:**<br>Intervention Coordinators<br><br>**Need:**<br>Our needs assessments found gaps in access and outcomes for students of low socioeconomic status, Foster Youth, and English Learners.<br><br>Academic data on the Dashboard for ELA shows that the all students group received a | Coordinators will assist students in accessing a variety of research-based academic interventions and instructional strategies to boost academic performance. Additionally, coordinators will progress monitor and use data-driven decision-making to support improved access to a wider range of courses. The support of coordinators will be principally directed toward English Learners, students of low socioeconomic status, and foster youth. This action is being provided on an LEA-wide basis, and any student experiencing | We will monitor the effectiveness of this action through metrics 1.5-1.10 to determine if students are accessing more courses than before. Effects of this action may also be seen in metrics 3.1 and 3.2. |

| 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 |
|---|---|---|---|
| | blue indicator at 77.2 points above standard. However, English learners received an orange indicator at 15.3 points below standard. Students who are socioeconomically disadvantaged received a yellow indicator at 19.4 points above standard. Data for Foster Youth is suppressed due to low n size.<br><br>Academic data on the Dashboard for Math shows that the all students group received a blue indicator at 58.2 points above standard. Although both English learners and socioeconomically disadvantaged students received a green indicator, the groups are performing at 24.7 and 21.5 points below standard, respectively.<br><br>Course enrollment data also suggests that students in these groups access AP courses, VAPA courses, AVID courses, CTE courses, and dual enrollment at lower rates than students in other groups.<br><br>Empathy interviews with EL students, Foster students, and students of low socioeconomic status revealed that some of these students are missing out on opportunities to participate in electives such as VAPA and AVID because of the need for intervention.<br><br>**Scope:**<br>LEA-wide | difficulties accessing courses and support would benefit from the services. | |
| **1.5** | **Action:**<br>Co-Teaching Sections | Co-teaching, which involves having two teachers (often a general education teacher and a special education teacher) collaboratively plan, instruct, | This action will be monitored using metric 1.1, 1.4. and 1.12. |

| 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:**<br>This action is principally directed towards English Learners and Low Income students with Disabilities. Dashboard data shows that both of these student groups are performing at lower levels than the "all students" group in ELA, Math, and Science.<br><br>**Scope:**<br>LEA-wide | and assess students in the same classroom, can benefit students with disabilities in several ways. With two teachers in the classroom, students with disabilities can receive more individualized attention and support tailored to their specific needs and learning styles. Co-teachers can plan and deliver instruction using various strategies and adaptations to meet the diverse learning needs of all students, including those with disabilities. Co-teaching also promotes an inclusive classroom environment where students with disabilities are fully integrated with their non-disabled peers, fostering social inclusion and reducing stigma. The general education teacher brings expertise in the content area, while the special education teacher contributes expertise in specialized instructional strategies, accommodations, and behavior management techniques. With two teachers in the classroom, students with disabilities can receive more support, both academically and behaviorally, which can lead to improved academic performance and social-emotional development. | Additional impact of this goal may be observed in 3.1, 3.2, and 3.3. |
| **1.6** | **Action:**<br>AVID tutors<br><br>**Need:**<br>Dashboard and local data shows that English Learners, Foster Youth, and Low Income students have lower graduation rates and lower enrollment in courses, such as CTE and AP, that will set them up for post-secondary success. The AVID program helps schools better meet the diverse needs of their students and enhance overall educational outcomes. Interviews with students and parents highlight the success they have had in becoming | AVID focuses on preparing students, especially those from underrepresented or disadvantaged backgrounds, for success in college and future careers. It provides academic and social support to help students develop the skills and mindset necessary for postsecondary education and career advancement. SDUHSD offers AVID at all of the high schools because AVID specifically targets students who may face academic, socioeconomic, or cultural barriers to success. By providing these students with additional support, resources, and strategies, AVID helps close achievement gaps and promote educational equity within our schools. | 1.5, 1.7, 1.9, 1.10, 1.11 |

| 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 |
|---|---|---|---|
| | college and career ready with the support of this program. Teachers have emphasized the importance of helping students develop essential study skills, such as note-taking, organization, time management, and critical thinking, and they believe that AVID helps address this crucial need.<br><br>**Scope:**<br>Schoolwide | | |
| **1.9** | **Action:**<br>SDCOE MTSS<br><br>**Need:**<br>MTSS (Multi-Tiered System of Supports) is a comprehensive framework that helps schools provide targeted academic and behavioral support to students based on their individual needs. At these campuses, they noticed a need to identify those who may be struggling academically or behaviorally. This early identification allows for timely intervention and support before issues escalate.<br><br>**Scope:**<br>Schoolwide | Individual campuses will be partnering with experts from the San Diego County Office of Education to explore their current MTSS systems, and using a cycle of continuous improvement, work to improve both academic and behavioral supports. By improving MTSS systems, students can receive targeted support based on student needs. Additionally, MTSS helps schools use their resources (e.g., personnel, time, materials) more efficiently and effectively, rather than providing unnecessary interventions to all students. Special attention will be paid to systems that target SDUSD's red indicators on the CA Dashboard, including suspension, CCI, absenteeism, and academic outcomes for multilingual learners. | 1.12 |
| **1.10** | **Action:**<br>Translation & Interpretation Services<br><br>**Need:**<br>SDUHSD has a growing population of students and families who speak languages other than English. Translation and | Effective communication is crucial for engaging parents and families in their child's education. Translation and interpretation services enable schools to communicate with non-English speaking parents, share important information, and foster their involvement in school activities and decision-making processes. | 1.10, 1.14 |

| 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 |
|---|---|---|---|
| | interpretation services are crucial for schools to facilitate communication, promote belonging and inclusion, comply with legal requirements, and ensure that all students and families, regardless of their language proficiency, can fully participate in and benefit from educational opportunities.<br><br>**Scope:**<br>LEA-wide | | |
| **1.13** | **Action:**<br>Pathways to Graduation and Post-Secondary Options for Grades 9-12<br><br>**Need:**<br>Action 1.13 addresses a critical opportunity gap revealed in our 2025–26 Dashboard data: while SDUHSD maintains a 76.8% overall A-G completion rate, performance drops precipitously to 28.6% for English Learners, 29.3% for Homeless youth, and 63.7% for low-income students. This service is provided on a schoolwide basis because our high schools have an unduplicated pupil count under 55% , making an open-access approach necessary to catch any student falling behind on postsecondary tracking.<br><br>**Scope:**<br>Schoolwide | This action prioritizes targeted counselor outreach, localized data integration, and family workshops to dismantle the technical, financial, and language barriers that historically prevent first-generation and multilingual students from navigating the CCGI platform and hitting critical financial aid and college application milestones. | 1.6, 1.7, 1.8, 1.9 |
| **2.1** | **Action:**<br>Social Workers | Social workers identify and address non-academic barriers that may prevent students from succeeding in school. They provide counseling, | 2.2, 2.14, 2.15, 2.16, 2.17, 2.18, 2.19, 2.23, |

| 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:**<br>Results from the CALSCHLS suite of surveys show that there are groups of student in our district that would benefit from social worker support. Students deserve to feel supported by a caring adult, as well as safe, and connected.<br><br>**Scope:**<br>LEA-wide | therapy, and support services to students dealing with depression, housing transition, anxiety, trauma, behavioral needs and provide community supports. Social workers are equipped to intervene in crisis situations and provide immediate support to connect students and families with appropriate services. In addition, social workers have also provided Educationally Related Mental Health Services (ERMHS) for students with exceptional needs. | |
| **2.2** | **Action:**<br>Teacher on Special Assignment<br><br>**Need:**<br>English Learner and Low Income Students with Disabilities often face compounded challenges and require additional supports to access educational opportunities fully. In SDUHSD, students from these groups are experiencing lower rates of inclusion and overall academic student outcomes than their peers.<br><br>**Scope:**<br>LEA-wide | Effective support for this group of students requires close collaboration among English Language Development teachers, general education teachers, special education teachers, speech-language pathologists, and other specialists. Coordinated services and frequent communication are essential, and the TOSA provides an integral link between these providers. Additionally, the TOSA actively engages families of English learners and low-income students with disabilities, providing access to information and resources in their native languages. | 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.12, 2.13 |
| **2.3** | **Action:**<br>Bilingual Community Parent Liaison<br><br>**Need:**<br>Spanish and Mandarin are the most frequently spoken languages other than English in SDUHSD, and there was a high demand for support and outreach in those languages. | Families utilize the support of community liaisons for enrollment, attendance questions, social emotional support, vertical articulation, and any other needs that may arise. | 2.1, 2.2, 2.3, 2.4, 2.7, 2.8, 2.11, 2.12, 2.23 |

| 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 |
|---|---|---|---|
| | **Scope:**<br>LEA-wide | | |
| **2.4** | **Action:**<br>Teacher Recruitment<br><br>**Need:**<br>English learners have specific linguistic and academic needs that require specialized instructional strategies and techniques. Teachers trained in second language acquisition, culturally responsive pedagogy, and effective EL instructional methods are better equipped to support the learning and language development of these students.<br><br>**Scope:**<br>LEA-wide | Recruiting teachers who share the cultural and linguistic backgrounds of English learner students can foster stronger connections, understanding, and trust. These teachers can serve as positive role models and better relate to the experiences and perspectives of their EL students. This will translate to an increased sense of belonging for this group of students and improved academic outcomes over time. | 2.2, 2.4, 2.10, 2.11, 2.13, 2.19, 2.23 |
| **2.5** | **Action:**<br>Counselor on Special Assignment<br><br>**Need:**<br>Since the pandemic, student sense of belonging has decreased, while anxiety has increased. Additionally, teachers have asked for more support and resources to help them create a positive climate.<br><br>**Scope:**<br>LEA-wide | The CoSA works closely with teachers, administrators, and families to understand students' needs and develop comprehensive support plans. They provide consultation and guidance on mental health concerns, classroom management strategies, and creating a positive school climate. The CoSA develops and implements preventive programs in alignment with the Collaborative for Academic and Social-Emotional Learning (CASEL) domains, focusing on positive school climate and protective factors to standardize consistency across the school district. This will provide teachers with resources and students with the support they need to experience belonging at school. | 2.10, 2.11, 2.12, 2.14, 2.15, 2.16, 2.18, 2.19, 2.20, 2.21, 2.22, 2.23 |

| 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 |
|---|---|---|---|
| **2.6** | **Action:**<br>Care Solace<br><br>**Need:**<br>Multilingual learners, foster youth, and low income families often face barriers when trying to access mental health support. Families have shared that SDUHSD's partnership with Care Solace has helped them find appropriate resources based on their specific needs, insurance coverage, and location.<br><br>**Scope:**<br>LEA-wide | By partnering with Care Solace, we can better support the mental health and well-being of our students, staff, and families while streamlining processes and reducing administrative burdens related to mental health resource navigation. Care Solace simplifies the process of finding and accessing mental health support by acting as a single point of contact. Families and staff can call or use the online platform to get personalized assistance navigating the complex mental health landscape. This partnership ensures that individuals can access support and resource navigation when needed. Additionally, it allows us to promote mental health awareness and destigmatizes the process of seeking support. | 2.2, 2.3, 2.18, 2.22, 2.23 |
| **2.7** | **Action:**<br>Universal Screener<br><br>**Need:**<br>When students face challenges, our district's system is reactive. Universal screeners are necessary because early detection increases the chances of providing timely intervention and preventing more serious issues from developing.<br><br>**Scope:**<br>LEA-wide | These tools allow teachers multiple opportunities to know how students progress throughout the school year. Teachers and counselors use the data to plan lessons, including interventions better. It is critical to all students, but most importantly, for unduplicated students, that teachers know where to intervene when needed. | 2.10, 2.18, 2.19, |
| **2.11** | **Action:**<br>Wayfinder<br><br>**Need:**<br>Students from low-income and foster backgrounds often face unique stressors and | Wayfinder is designed to provide students with tools and strategies for coping with stress and building resilience. For students who may feel marginalized or unseen, Wayfinder helps create an inclusive classroom environment where they feel valued and supported, counteracting feelings | 2.10, 2.11, 2.12, 2.14, 2.16, 2.17, 2.18, 2.19, 2.23 |

| 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 |
|---|---|---|---|
| | challenges outside of school, which can impact their emotional well-being and academic performance. Additionally, students who are learning English can also face unique stressors. As noted in the Dashboard metrics above, there are disparities in outcomes for these student groups.<br><br>**Scope:**<br>Schoolwide | of isolation and promoting a positive attitude towards school. Finally, when students feel safe, connected, and emotionally regulated, they are better able to focus on learning. | |
| **2.12** | **Action:**<br>Challenge/Community Days<br><br>**Need:**<br>SDUHSD's baseline data shows discrepancies in disciplinary outcomes, with specialized and vulnerable student groups experiencing much higher rates of exclusionary discipline than the general student population. Specifically, English Learners entered the cycle with a 4.7% suspension rate, and low-income students sat at 3.7%.<br>Additionally, middle and high school survey data consistently highlights a "belonging gap" for marginalized and specialized subgroups. On local climate surveys, only 35% of students reported feeling meaningfully involved in school decisions and activities.<br><br>**Scope:**<br>Schoolwide | Challenge Days are provided schoolwide across the high school campuses (Grades 9–12) to ensure a comprehensive safe approach to shifting campus culture. They are designed to support unduplicated students by:<br>• Reducing Isolation: The program directly builds relational capacity and peer-to-peer empathy, intentionally counteracting the isolation and language anxiety frequently reported by multilingual and foster youth.<br>• De-escalating Conflict Proactively: By fostering cross-cultural understanding and teaching emotional regulation, the program scales down behavioral friction in the classroom. This gives teachers positive alternatives to traditional discipline and directly drives down the suspension rates that disproportionately impact unduplicated groups.<br>• Dismantling Structural Barriers to Belonging: Creating an anonymous, safe space allows underrepresented groups to express their identities, which builds the protective factors necessary for them to | 2.10, 2.16, 2.18, 2.19 |

| 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 |
|---|---|---|---|
| | | feel safe and seen by staff and peers alike. | |
| **2.13** | **Action:**<br>The Student Belonging Project<br><br>**Need:**<br>Students in our CA School Dashboard priority groups, including Multilingual Learners, Foster Youth, Socioeconomically Disadvantaged, and students in ethnic/racial groups that are represented by less than 2% of SDUHSD's overall demographic, including African American, American Indian, Filipino, and Pacific Islander. As part of the One San Dieguito Initiative, this action is to address a persistent belonging gap and ensure these underrepresented and specialized student groups are provided a platform to elevate their voices and build a stronger sense of belonging and inclusion across all school sites..<br><br>**Scope:**<br>LEA-wide | Every campus will engage in pre-surveys and student-led workshops, with SDCOE providing consultation to administrators and staff to help integrate these student driven recommendations into school campus operations. | 2.10, 2.16, 2.18, 2.19 |
| **3.1** | **Action:**<br>Professional Development Costs (SBAs/Sub Costs)<br><br>**Need:**<br>Our data shows gaps in achievement for unduplicated pupils in ELA, math, and science on CAASPP. Teachers will engage in professional learning in these content areas to close these gaps. | This action will allow classroom instruction to continue while teachers are engaging in professional development. | 3.1, 3.2, 3.3 |

| 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 |
|---|---|---|---|
| | **Scope:**<br>LEA-wide | | |
| **3.2** | **Action:**<br>College Visits<br><br>**Need:**<br>Unduplicated student groups have lower graduation rates and lower UC/CSU A-G course completion rates than the all students group. In order to close this gap, students need exposure and access to post-secondary opportunities, including college.<br><br>**Scope:**<br>LEA-wide | By providing unduplicated students groups access to college campuses, students are able to learn about dual enrollment and post-secondary options in specific fields and areas of personal interest. Because these groups of students are historically underrepresented in colleges, it is important to provide information and exposure to college campuses. These college visits will underscore the importance of UC/CSU A-G course completion rates, and eliminate barriers to understanding about the college admissions and financial aid process. | 3.4, 3.5, 3.13 |
| **3.3** | **Action:**<br>Intervention Sections<br><br>**Need:**<br>CAASPP and CAST data shows some student groups, including multilingual learners and students of low socioeconomic status, are performing lower academically than the all students group. In order to eliminate the opportunity gap, additional support is needed in ELA, math, and academic skills.<br><br>**Scope:**<br>LEA-wide | Intervention sections provided by certificated staff provide students who are underperforming in ELA, math, and academic skills with additional learning time in these areas. These sections provide each campus with funds that enables teachers to spend more time with students in need of additional support to focus on skill-building in order to boost achievement and close learning gaps. | 3.1, 3.2, 3.3, 3.6, 3.10 |
| **3.5** | **Action:**<br>CoSA | The CoSA's main responsibility is to provide access to students and professional learning for teachers so that students can complete A-G | 3.4, 3.5, 3.6, 3.7, 3.8, 3.10 |

| 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:**<br>Dashboard data shows that unduplicated pupils have lower graduation rates and lower A-G completion rates than the all students group. Additionally, they are less likely to complete the A-G requirements or a CTE pathway. Additionally, multilingual learner students received an orange indicator on the ELPI for progress towards English language proficiency.<br><br>**Scope:**<br>LEA-wide | requirements and graduate on time. They will also support multilingual learners on the path towards proficiency and reclassification. | |
| **3.6** | **Action:**<br>Assessment Coordinator<br><br>**Need:**<br>Data shows assessment completion rates are lower for unduplicated students. AP participation rates are also lower for unduplicated students. Additionally, for those who complete the assessments, overall scores are also lower for students in these groups.<br><br>**Scope:**<br>LEA-wide | The assessment coordinator's role is to provide unduplicated students with access to assessment (such as CAASPP, AP, and IB) and additional support, including accommodations and fee waivers. Additionally, the assessment coordinator will provide professional learning on the topic of assessment for teachers so that they can better use formative and summative assessments to improve teaching and learning in their classrooms. Special emphasis will be placed on best practices and data literacy around multilingual learners, which according to the Dashboard need significant academic support. Finally, the assessment coordinator will serve as a liaison between the district and agencies (such as College Board) so that students can fully access and participate in assessments to achieve their full potential. | 3.1, 3.2, 3.3, 3.9, 3.10, 3.11, 3.12, 3.13 |
| **3.7** | **Action:**<br>Renaissance<br><br>**Need:** | Access to real-time academic data allows teachers and counselors to proactively identify students in need of additional academic support and provide | 3.1, 3.2, 3.3 |

| 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 |
|---|---|---|---|
| | The CAASPP assessment is given once annually, with data released over the summer. In order to ensure that students are meeting their academic goals, academic progress monitoring must be completed more frequently.<br><br>**Scope:**<br>LEA-wide | intervention. This allows academic needs to be addressed quickly and accurately. | |
| **3.8** | **Action:**<br>ELLevation<br><br>**Need:**<br>Data shows that it takes approximately 6-7 years to become proficient in English. Multilingual learners and redesignated multilingual learners are monitored to ensure that they are on track towards proficiency.<br><br>**Scope:**<br>LEA-wide | Ellevation supports the monitoring of progress and academic needs for multilingual learners, including our recently reclassified multilingual learners. | 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8 |
| **3.9** | **Action:**<br>Freckle<br><br>**Need:**<br>Data shows that there are gaps in ELA for unduplicated student groups, specifically for multilingual learners, when compared to the all student group.<br><br>**Scope:** | Freckle is an online software program that provides for additional ELA practice and vocabulary enhancement. Students are able to use this platform for additional support and enrichment. Additionally, teachers use the data from Freckle to provide support and intervention in ELA on an individual level as needed. Freckle is used LEA wide for progress monitoring for all students, which allows teachers to keep a pulse on student progress, determine if learning gaps among student groups persist, and respond to those gaps in real time. | 3.2 |

| 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 |
|---|---|---|---|
| | LEA-wide | | |
| **3.11** | **Action:**<br>AVID<br><br>**Need:**<br>Unduplicated students have lower UC/CSU A-G course completion rates, a lower CCI on the Dashboard, and attend college at lower rates than the all students group.<br><br>**Scope:**<br>LEA-wide | This action provides tutors, field trips, and instructional materials for AVID students in AVID classrooms. There is a targeted focus on preparing low income and English Learner students for college and careers. Unduplicated students will benefit academically from access to tutors, college field trips, and additional learning support. Focused preparation for college and careers and increases the likelihood of their success in all classes in support of their A-G completion for college acceptance. | 3.4, 3.6, 3.9, 3.10, 3.11, 3.12, 3.13 |
| **3.12** | **Action:**<br>IXL<br><br>**Need:**<br>Data shows that there are gaps in mathematical proficiency for unduplicated students.<br><br>**Scope:**<br>LEA-wide | IXL is an online software program that provides for additional math practice. Teachers use the data from IXL to provide support and intervention as needed. | 3.2 |
| **3.13** | **Action:**<br>BrainPop<br><br>**Need:**<br>Dashboard and local data show that there are gaps in ELA, math, and science performance in the unduplicated pupil groups when compared to the all students group. | BrainPop is an online software program that provides for additional academic practice in the areas of math, ELA, science, and social studies. Teachers use BrainPop as a supplemental resource to provide additional learning support and intervention as needed for students. This software is provided on an LEA-wide basis, as it is part of the academic MTSS intervention system in which all students fluidly move through as needs arise. Because this software includes measurable | 3.1, 3.2, 3.3 |

| 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 |
|---|---|---|---|
| | **Scope:**<br>LEA-wide | learning milestones, teachers are able to effectively intervene at the onset of learning gaps. | |
| **3.14** | **Action:**<br>Formative<br><br>**Need:**<br>Dashboard and local data show that there are gaps in ELA, math, and science performance in the unduplicated pupil groups when compared to the all students group.<br><br>**Scope:**<br>LEA-wide | Formative supports teachers in providing targeted intervention and support in real time. Specifically it helps with:<br>• Identifying Specific Needs: The detailed analytics on Formative allow teachers to pinpoint exactly where individual unduplicated pupils are struggling. Is it a content gap, a language barrier, or a conceptual misunderstanding? This granularity enables highly targeted interventions.<br>• Personalized Feedback: Teachers can provide individualized, specific feedback directly on student work within Formative, guiding them to correct mistakes and deepen their understanding. This is more effective than generic feedback for students who require tailored support.<br>• Remediation and Reteaching: When data reveals a common struggle among a group of unduplicated pupils, teachers can quickly create new "formatives" or modify existing ones to reteach the concept or provide additional practice. | 3.1, 3.2, 3.3 |
| **3.17** | **Action:**<br>Screencastify<br><br>**Need:**<br>Dashboard and local assessment data show that there are gaps in ELA, math, and science performance with both English learners and Long-Term English learners when compared to the all students group. | Screencastify transforms students from passive consumers of content into active creators and critical thinkers, providing them with flexible learning opportunities and powerful avenues for demonstrating their knowledge and communicating their ideas. This can be especially powerful for language learners as they practice English. | 1.1, 1.2, 1.3 |

| 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 |
|---|---|---|---|
| | **Scope:**<br>LEA-wide | | |

## *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 |
|---|---|---|---|
| **1.2** | **Action:**<br>Newcomer Section Allocations<br><br>**Need:**<br>Our needs assessment shows that our newcomers need additional support beyond the traditional ELD courses. Our newcomers arrive throughout the school year and need to be placed in programming that is responsive to their language, academic, and social emotional needs. Therefore, we staff schools for the newcomer students they are projected to receive throughout the school year to ensure student placement in specialized programs. Our newcomers also come with a wide diversity and array of prior educational experiences, and so require a continuum of services in order to access quality programs, grade-level instruction, and enrichment opportunities. This includes support with newcomer coursework and bridge support as students transition from specialized newcomer | Sheltered English Instruction is being offered in different content areas to provide opportunities for newcomer students to develop language acquisition and proficiency in English while being exposed to California core content areas and ELD standards. Additionally, having sheltered SEI courses gives newcomer students who often come to SDUHSD with interrupted formal education, the opportunity to make connections with peers and teachers in a safe environment. | We will monitor effectiveness of this metric through 1.4. Additionally, we will use metrics 1.5-1.10 to determine if newcomer students are mainstreaming into courses such as VAPA and CTE. |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | courses to a fully mainstreamed environment. Empathy interviews with newcomer students and their families highlighted the immense appreciation they have for these sections. Students feel safe to acquire English in smaller class sizes with other newcomer students.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | | |
| **1.3** | **Action:**<br>Instructional Assistants (IA)- Multilingual Learner<br><br>**Need:**<br>After FPM review during the 2022-2023 school year, the district's model to support multilingual learners shifted to focus on access to integrated ELD at all sites for multilingual learners. The district aims to provide these in-class supports in order to boost English acquisition and proficiency. Interviews with MLL students revealed that they feel supported by the IAs as they develop their English skills. Teachers also shared how helpful the IAs are in providing language support to MLLs with complex vocabulary.<br><br>Based on feedback from students, staff, families, and the DELAC, there is a need to vary the services that IAs provide, and this shift will be made during the 25-26 school year, as certain IAs will support newcomers, while others will support LTELs. This is because an instructional assistant's support for | Support in the classroom provides multilingual learners the opportunity to be included in the general education classroom with integrated ELD inclusive of California Core Content Area and ELD standards. Support is differentiated for newcomers and LTELs. | We will monitor effectiveness of this metric through 1.4. Additionally, effects of this action may also be seen in metrics 3.1 and 3.2. |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | LTEL students is fundamentally different from the support they provide to a newcomer because of the students' distinct language profiles and academic needs. A newcomer is at the beginning of their English journey, while an LTEL has developed conversational fluency but still struggles with academic language and grade-level content.<br><br>IA Newcomer support:<br>Newcomers, who have been in U.S. schools for less than three years, require immediate, foundational support. The IA's role is often focused on helping them acclimate to the school environment and build basic communication skills. Based on the EL population at each campus, certain IAs have been designated to support newcomer students.<br><br>IA LTEL support:<br>LTELs who have been in the U.S. school system for six or more years, have often developed social English proficiency but have plateaued in their academic language development. The IA's support needs to be more subtle, targeted, and focused on grade-level rigor. Based on the EL population, other IAs have been designated to support the academic language acquisition of LTEL students.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | | |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **1.4** | **Action:**<br>Multilingual Learner Leads<br><br>**Need:**<br>After FPM review during the 2022-2023 school year, the district's model to support multilingual learners shifted to focus on access to designated and integrated ELD at all sites for multilingual learners.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | These leads provide support for professional learning related to ELD standards, student reclassification monitoring, and support for dually-identified students. At each school site, MLL leads support the design of MLL student schedules and ensure that there is intentional and systemic support for EL students. MLL leads also ensure that MLL students will receive maximum instructional time and resources to extend their English Language development. | We will monitor effectiveness of this metric through 1.4. Additionally, effects of this action may also be seen in metrics 3.1 and 3.2. |
| **1.11** | **Action:**<br>Support for homeless students and foster youth<br><br>**Need:**<br>Foster Youth and homeless students often experience significant trauma, disruptions, and instability in their living situations, which can negatively impact their academic performance, behavior, and overall well-being. Additional supports help mitigate the effects of these challenges and provide a stable, supportive environment for learning.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | Ensuring that foster youth receive the additional supports they need is crucial for addressing the unique challenges they face, promoting their academic success, and supporting their overall well-being. Extra supports help ensure educational continuity, facilitate smooth transitions, and minimize disruptions to their academic progress. | 1.6, 1.7, 1.8, 1.10, 1.11, |
| **2.9** | **Action:**<br>PIQE<br><br>**Need:**<br>Empathy interviews and input from DELAC show that parents of English learners have | PIQE is a parent education program that supports parents to advocate for their students and partner with schools in order to help them realize their full potential. | 2.2, 2.3, 2.4, 2.8 |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | expressed a desire to participate more actively in their students' education.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | | |
| **2.10** | **Action:**<br>Coordinator for Multilingual Learners<br><br>**Need:**<br>MLL students require extra support in order to access curriculum and attain proficiency in English.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | The Coordinator is responsible for leading the essential work in the following areas:<br><br>Providing support in accessing designated and integrated English Language Development (ELD).<br><br>Providing progress monitoring for all Multilingual Learner and Reclassified Fluent English Proficient (RFEP) students.<br><br>Supporting professional learning related to ELD standards.<br><br>Supporting student reclassification monitoring.<br><br>Supporting dually-identified students.<br><br>Supporting the design of Multilingual Learner student schedules.<br><br>Ensuring that Multilingual Learner students receive maximum instructional time and resources to extend their English Language development. | 2.2, 2.3, 2.4, 2.8 |
| **3.10** | **Action:**<br>E3D Language Launch (formerly Read 180)<br><br>**Need:**<br>Data shows that there are gaps in ELA performance for Multilingual learner students when compared to the all students group. | E3D is a software program that provides for additional ELA practice in the domains of reading and writing. Teachers use the data from the platform to provide support and intervention to multilingual learners as needed. This software is being provided to multilingual learners across the LEA in order to to maximize their impact in | 3.1, 3.7 |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Scope:**<br>Limited to Unduplicated Student Group(s) | increasing overall reading comprehension and writing skills. | |

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.

N/A

## 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.

SDUHSD does not receive concentration grant funding.

| **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 | n/a | n/a |
| Staff-to-student ratio of certificated staff providing direct services to students | n/a | n/a |

# 2026-27 Total Planned 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 %) |
|---|---|---|---|---|---|
| Totals | 147,176,747.00 | 5,318,997.00 | 3.614% | 0.000% | 3.614% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $5,318,997.00 | $0.00 | $0.00 | $0.00 | $5,318,997.00 | $4,496,075.00 | $822,922.00 |

| 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 | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Intervention Coordinators | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $375,171.00 | $0.00 | $375,171.00 | | | | $375,171.00 | |
| 1 | 1.2 | Newcomer Section Allocations | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | Ongoing | $101,119.00 | $0.00 | $101,119.00 | | | | $101,119.00 | |
| 1 | 1.3 | Instructional Assistants (IA)- Multilingual Learner | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | Ongoing | $249,505.00 | $0.00 | $249,505.00 | | | | $249,505.00 | |
| 1 | 1.4 | Multilingual Learner Leads | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | Ongoing | $503,339.00 | $0.00 | $503,339.00 | | | | $503,339.00 | |
| 1 | 1.5 | Co-Teaching Sections | English Learners<br>Low Income | Yes | LEA-wide | English Learners<br>Low Income | All Schools | Ongoing | $365,180.00 | $0.00 | $365,180.00 | | | | $365,180.00 | |
| 1 | 1.6 | AVID tutors | English Learners<br>Foster Youth<br>Low Income | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | All Schools 9-12 | Ongoing | $50,000.00 | $0.00 | $50,000.00 | | | | $50,000.00 | |
| 1 | 1.7 | 5 Lab | Discontinued; Originally designed to be a contributing action for EL, FY, & LI | No | | | | | $0.00 | $0.00 | $0.00 | | | | $0.00 | |

| 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 | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.8 | Powerschool Attendance | Discontinued; Originally designed to be a contributing action for EL, FY, & LI | No | | | | | $0.00 | $0.00 | $0.00 | | | | $0.00 | |
| 1 | 1.9 | SDCOE MTSS | English Learners<br>Foster Youth<br>Low Income | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | All Schools<br>Specific Schools: CVMS, DNO & SDA | Ongoing | $0.00 | $15,000.00 | $15,000.00 | | | | $15,000.00 | |
| 1 | 1.10 | Translation & Interpretation Services | English Learners | Yes | LEA-wide | English Learners | All Schools | Ongoing | $0.00 | $20,000.00 | $20,000.00 | | | | $20,000.00 | |
| 1 | 1.11 | Support for homeless students and foster youth | Foster Youth | Yes | Limited to Unduplicated Student Group(s) | Foster Youth | All Schools | Ongoing | $0.00 | $95,000.00 | $95,000.00 | | | | $95,000.00 | |
| 1 | 1.12 | ELA Release Sections for each high school | All | No | | | Specific Schools: SDA, TPHS, CCA, LCC 9-12 | 25-26 school year | $0.00 | $0.00 | $0.00 | $0.00 | | | $0.00 | |
| 1 | 1.13 | Pathways to Graduation and Post-Secondary Options for Grades 9-12 | English Learners<br>Foster Youth<br>Low Income | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | 9-12 | 26-27 school year; to be re-evaluated at the LCAP mid-year update. | $100,000.00 | $0.00 | $100,000.00 | | | | $100,000.00 | |
| 2 | 2.1 | Social Workers | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $1,160,185.00 | $0.00 | $1,160,185.00 | | | | $1,160,185.00 | |
| 2 | 2.2 | Teacher on Special Assignment | English Learners<br>Low Income | Yes | LEA-wide | English Learners<br>Low Income | All Schools | Ongoing | $142,181.00 | $0.00 | $142,181.00 | | | | $142,181.00 | |
| 2 | 2.3 | Bilingual Community Parent Liaison | English Learners | Yes | LEA-wide | English Learners | All Schools | Ongoing | $177,888.00 | $0.00 | $177,888.00 | | | | $177,888.00 | |
| 2 | 2.4 | Teacher Recruitment | English Learners | Yes | LEA-wide | English Learners | All Schools | Ongoing | $0.00 | $2,000.00 | $2,000.00 | | | | $2,000.00 | |
| 2 | 2.5 | Counselor on Special Assignment | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $158,367.00 | $0.00 | $158,367.00 | | | | $158,367.00 | |

| 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 | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2 | 2.6 | Care Solace | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $0.00 | $39,000.00 | $39,000.00 | | | | $39,000.00 | |
| 2 | 2.7 | Universal Screener | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $0.00 | $74,000.00 | $74,000.00 | | | | $74,000.00 | |
| 2 | 2.8 | Teacher on Special Assignment (ToSA) | Originally designed to be a contributing action for EL, FY, & LI | No | | | | | $0.00 | $0.00 | $0.00 | | | | $0.00 | |
| 2 | 2.9 | PIQE | English Learners<br>Low Income | Yes | Limited to Unduplicated Student Group(s) | English Learners<br>Low Income | All Schools | Ongoing | $0.00 | $17,500.00 | $17,500.00 | | | | $17,500.00 | |
| 2 | 2.10 | Coordinator for Multilingual Learners | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | Ongoing | $204,498.00 | $0.00 | $204,498.00 | | | | $204,498.00 | |
| 2 | 2.11 | Wayfinder | English Learners<br>Foster Youth<br>Low Income | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | All Schools Specific Schools: CVMS, EWMS, DNO, PTMS, OCMS 7-8 | Ongoing | $0.00 | $30,000.00 | $30,000.00 | | | | $30,000.00 | |
| 2 | 2.12 | Challenge/Community Days | English Learners<br>Foster Youth<br>Low Income | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | All Schools Specific Schools: CCA, LCC, SDA, TPHS, SUNSET, 9-12 | 26-27 school year | $0.00 | $121,789.00 | $121,789.00 | | | | $121,789.00 | |
| 2 | 2.13 | The Student Belonging Project | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 26-27 school year | $0.00 | $26,000.00 | $26,000.00 | | | | $26,000.00 | |
| 3 | 3.1 | Professional Development Costs (SBAs/Sub Costs) | English Learners<br>Foster Youth | Yes | LEA-wide | English Learners<br>Foster Youth | All Schools | Ongoing | $101,847.00 | $0.00 | $101,847.00 | | | | $101,847.00 | |

| 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 | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Low Income | | | Low Income | | | | | | | | | | |
| 3 | 3.2 | College Visits | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $0.00 | $20,000.00 | $20,000.00 | | | | $20,000.00 | |
| 3 | 3.3 | Intervention Sections | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $558,616.00 | $0.00 | $558,616.00 | | | | $558,616.00 | |
| 3 | 3.4 | Dual Language Program | Discontinued | No | | | | | $0.00 | $0.00 | $0.00 | | | | $0.00 | |
| 3 | 3.5 | CoSA | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $136,807.00 | $0.00 | $136,807.00 | | | | $136,807.00 | |
| 3 | 3.6 | Assessment Coordinator | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $111,372.00 | $0.00 | $111,372.00 | | | | $111,372.00 | |
| 3 | 3.7 | Renaissance | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $0.00 | $106,000.00 | $106,000.00 | | | | $106,000.00 | |
| 3 | 3.8 | ELLevation | English Learners | Yes | LEA-wide | English Learners | All Schools | Ongoing | $0.00 | $7,500.00 | $7,500.00 | | | | $7,500.00 | |
| 3 | 3.9 | Freckle | English Learners<br>Low Income | Yes | LEA-wide | English Learners<br>Low Income | 7-8 | Ongoing | $0.00 | $13,383.00 | $13,383.00 | | | | $13,383.00 | |
| 3 | 3.10 | E3D Language Launch (formerly Read 180) | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | Ongoing | $0.00 | $16,000.00 | $16,000.00 | | | | $16,000.00 | |
| 3 | 3.11 | AVID | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: SDA, CCA, TPHS, and LCC 9-12 | Ongoing | $0.00 | $35,000.00 | $35,000.00 | | | | $35,000.00 | |
| 3 | 3.12 | IXL | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $0.00 | $67,000.00 | $67,000.00 | | | | $67,000.00 | |
| 3 | 3.13 | BrainPop | English Learners<br>Foster Youth | Yes | LEA-wide | English Learners<br>Foster Youth | All Schools | Ongoing | $0.00 | $15,000.00 | $15,000.00 | | | | $15,000.00 | |

| 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 | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Low Income | | | Low Income | | | | | | | | | | |
| 3 | 3.14 | Formative | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $0.00 | $78,000.00 | $78,000.00 | | | | $78,000.00 | |
| 3 | 3.15 | CommonLit 360 | Discontinued. | No | | | | | $0.00 | $0.00 | $0.00 | | | | $0.00 | |
| 3 | 3.16 | NoRedInk | Discontinued. | No | | | | | $0.00 | $0.00 | $0.00 | | | | $0.00 | |
| 3 | 3.17 | Screencastify | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | ongoing | $0.00 | $24,750.00 | $24,750.00 | | | | $24,750.00 | |
| 3 | 3.18 | Pear Deck | Discontinued. | No | | | | | $0.00 | $0.00 | $0.00 | | | | $0.00 | |

# 2026-27 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 |
|---|---|---|---|---|---|---|---|---|---|
| 147,176,747.00 | 5,318,997.00 | 3.614% | 0.000% | 3.614% | $5,318,997.00 | 0.000% | 3.614 % | **Total:** | $5,318,997.00 |
| | | | | | | | | **LEA-wide Total:** | $3,815,247.00 |
| | | | | | | | | **Limited Total:** | $1,186,961.00 |
| | | | | | | | | **Schoolwide Total:** | $316,789.00 |

| 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 (%) |
|---|---|---|---|---|---|---|---|---|
| **1** | **1.1** | Intervention Coordinators | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $375,171.00 | |
| **1** | **1.2** | Newcomer Section Allocations | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $101,119.00 | |
| **1** | **1.3** | Instructional Assistants (IA)-Multilingual Learner | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $249,505.00 | |
| **1** | **1.4** | Multilingual Learner Leads | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $503,339.00 | |
| **1** | **1.5** | Co-Teaching Sections | Yes | LEA-wide | English Learners<br>Low Income | All Schools | $365,180.00 | |
| **1** | **1.6** | AVID tutors | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | All Schools<br>9-12 | $50,000.00 | |
| **1** | **1.9** | SDCOE MTSS | Yes | Schoolwide | English Learners<br>Foster Youth | All Schools<br>Specific Schools: | $15,000.00 | |

| 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 (%) |
|---|---|---|---|---|---|---|---|---|
| | | | | | Low Income | CVMS, DNO & SDA | | |
| 1 | 1.10 | Translation & Interpretation Services | Yes | LEA-wide | English Learners | All Schools | $20,000.00 | |
| 1 | 1.11 | Support for homeless students and foster youth | Yes | Limited to Unduplicated Student Group(s) | Foster Youth | All Schools | $95,000.00 | |
| 1 | 1.13 | Pathways to Graduation and Post-Secondary Options for Grades 9-12 | Yes | Schoolwide | English Learners Foster Youth Low Income | 9-12 | $100,000.00 | |
| 2 | 2.1 | Social Workers | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $1,160,185.00 | |
| 2 | 2.2 | Teacher on Special Assignment | Yes | LEA-wide | English Learners Low Income | All Schools | $142,181.00 | |
| 2 | 2.3 | Bilingual Community Parent Liaison | Yes | LEA-wide | English Learners | All Schools | $177,888.00 | |
| 2 | 2.4 | Teacher Recruitment | Yes | LEA-wide | English Learners | All Schools | $2,000.00 | |
| 2 | 2.5 | Counselor on Special Assignment | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $158,367.00 | |
| 2 | 2.6 | Care Solace | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $39,000.00 | |
| 2 | 2.7 | Universal Screener | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $74,000.00 | |
| 2 | 2.9 | PIQE | Yes | Limited to Unduplicated Student Group(s) | English Learners Low Income | All Schools | $17,500.00 | |
| 2 | 2.10 | Coordinator for Multilingual Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $204,498.00 | |
| 2 | 2.11 | Wayfinder | Yes | Schoolwide | English Learners Foster Youth Low Income | All Schools Specific Schools: CVMS, EWMS, DNO, PTMS, OCMS | $30,000.00 | |

| 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 (%) |
|---|---|---|---|---|---|---|---|---|
| | | | | | | 7-8 | | |
| 2 | 2.12 | Challenge/Community Days | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | All Schools<br>Specific Schools: CCA, LCC, SDA, TPHS, SUNSET, 9-12 | $121,789.00 | |
| 2 | 2.13 | The Student Belonging Project | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $26,000.00 | |
| 3 | 3.1 | Professional Development Costs (SBAs/Sub Costs) | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $101,847.00 | |
| 3 | 3.2 | College Visits | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $20,000.00 | |
| 3 | 3.3 | Intervention Sections | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $558,616.00 | |
| 3 | 3.5 | CoSA | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $136,807.00 | |
| 3 | 3.6 | Assessment Coordinator | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $111,372.00 | |
| 3 | 3.7 | Renaissance | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $106,000.00 | |
| 3 | 3.8 | ELLevation | Yes | LEA-wide | English Learners | All Schools | $7,500.00 | |
| 3 | 3.9 | Freckle | Yes | LEA-wide | English Learners<br>Low Income | 7-8 | $13,383.00 | |
| 3 | 3.10 | E3D Language Launch (formerly Read 180) | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $16,000.00 | |
| 3 | 3.11 | AVID | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: SDA, CCA, TPHS, and LCC<br>9-12 | $35,000.00 | |

| 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 | 3.12 | IXL | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $67,000.00 | |
| 3 | 3.13 | BrainPop | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $15,000.00 | |
| 3 | 3.14 | Formative | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $78,000.00 | |
| 3 | 3.17 | Screencastify | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $24,750.00 | |

# 2025-26 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $5,620,765.00 | $5,432,877.00 |

| 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** | Intervention Coordinators | Yes | $301,000.00 | 399,868.00 |
| **1** | **1.2** | Newcomer Section Allocations | Yes | $312,672.00 | 320,780 |
| **1** | **1.3** | Instructional Assistants (IA)-Multilingual Learner | Yes | $378,932.00 | 268,388 |
| **1** | **1.4** | Multilingual Learner Leads | Yes | $650,485.00 | 633,820 |
| **1** | **1.5** | Co-Teaching Sections | Yes | $357,000.00 | 372,522 |
| **1** | **1.6** | AVID tutors | Yes | $100,000.00 | 48,660 |
| **1** | **1.7** | 5 Lab | No | $0.00 | 0.0 |
| **1** | **1.8** | Powerschool Attendance | No | $0.00 | 0.0 |
| **1** | **1.9** | SDCOE MTSS | Yes | $15,000.00 | 9,400 |

| 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 | 1.10 | Translation & Interpretation Services | Yes | $12,000.00 | 15,654 |
| 1 | 1.11 | Support for homeless students and foster youth | Yes | $95,000.00 | 93,598 |
| 1 | 1.12 | ELA Release Sections for each high school | No | $18,955.00 | 18,955.00 |
| 2 | 2.1 | Social Workers | Yes | $1,120,400.00 | 1,133,826 |
| 2 | 2.2 | Teacher on Special Assignment | Yes | $134,312.00 | 136,402 |
| 2 | 2.3 | Bilingual Community Parent Liaison | Yes | $97,315.00 | 110,984 |
| 2 | 2.4 | Teacher Recruitment | Yes | $2,000.00 | 2,012 |
| 2 | 2.5 | Counselor on Special Assignment | Yes | $149,960.00 | 153,976 |
| 2 | 2.6 | Care Solace | Yes | $39,000.00 | 39,000 |
| 2 | 2.7 | Universal Screener | Yes | $100,000.00 | 0 |
| 2 | 2.8 | Teacher on Special Assignment (ToSA) | No | $0.00 | 0 |
| 2 | 2.9 | PIQE | Yes | $17,500.00 | 27,500 |
| 2 | 2.10 | Coordinator for Multilingual Learners | Yes | $200,515.00 | 204,347.00 |

| 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** | **2.11** | Wayfinder | Yes | $30,000.00 | 35,986.00 |
| **3** | **3.1** | Professional Development Costs (SBAs/Sub Costs) | Yes | $64,736.00 | 21,264.00 |
| **3** | **3.2** | College visits | Yes | $5,000.00 | 7,823.00 |
| **3** | **3.3** | Intervention Sections | Yes | $543,907.00 | 532,600.00 |
| **3** | **3.4** | Dual Language Program | Yes | $186,368.00 | 224,008.00 |
| **3** | **3.5** | CoSA | Yes | $141,319.00 | 139,600.00 |
| **3** | **3.6** | Assessment Coordinator | Yes | $108,665.00 | 93,784.00 |
| **3** | **3.7** | Renaissance | Yes | $106,000.00 | 105,168.00 |
| **3** | **3.8** | ELLevation | Yes | $7,500.00 | 7,500.00 |
| **3** | **3.9** | Freckle | Yes | $13,383.00 | 13,383.00 |
| **3** | **3.10** | E3D Language Launch (formerly Read 180) | Yes | $12,300.00 | 14,135.00 |
| **3** | **3.11** | AVID | Yes | $35,000.00 | 27,693.00 |
| **3** | **3.12** | IXL | Yes | $45,000.00 | 44,909.00 |
| **3** | **3.13** | Brain Pop | Yes | $15,000.00 | 14,715.00 |

| 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** | **3.14** | Formative | Yes | $76,931.00 | 66,569.00 |
| **3** | **3.15** | Common Lit 360 | Yes | $32,500.00 | 0.00 |
| **3** | **3.16** | No Red Ink | Yes | $45,250.00 | 40,978.00 |
| **3** | **3.17** | Screencastify | Yes | $22,500.00 | 24,750.00 |
| **3** | **3.18** | Peardeck | Yes | $27,360.00 | 28,320.00 |

# 2025-26 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) |
|---|---|---|---|---|---|---|
| $5,413,922.00 | $5,601,810.00 | $5,413,922.00 | $187,888.00 | 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 | Intervention Coordinators | Yes | $301,000.00 | $399,868.00 | | |
| 1 | 1.2 | Newcomer Section Allocations | Yes | $312,672.00 | $320,780.00 | | |
| 1 | 1.3 | Instructional Assistants (IA)-Multilingual Learner | Yes | $378,932.00 | $268,388.00 | | |
| 1 | 1.4 | Multilingual Learner Leads | Yes | $650,485.00 | $633,820.00 | | |
| 1 | 1.5 | Co-Teaching Sections | Yes | $357,000.00 | $372,522.00 | | |
| 1 | 1.6 | AVID tutors | Yes | $100,000.00 | $48,660.00 | | |
| 1 | 1.9 | SDCOE MTSS | Yes | $15,000.00 | $9,400.00 | | |
| 1 | 1.10 | Translation & Interpretation Services | Yes | $12,000.00 | $15,654.00 | | |
| 1 | 1.11 | Support for homeless students and foster youth | Yes | $95,000.00 | $93,598.00 | | |
| 2 | 2.1 | Social Workers | Yes | $1,120,400.00 | $1,133,826.00 | | |
| 2 | 2.2 | Teacher on Special Assignment | Yes | $134,312.00 | $136,402.00 | | |
| 2 | 2.3 | Bilingual Community Parent Liaison | Yes | $97,315.00 | $110,984.00 | | |
| 2 | 2.4 | Teacher Recruitment | Yes | $2,000.00 | $2,012.00 | | |

| 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 | 2.5 | Counselor on Special Assignment | Yes | $149,960.00 | $153,976.00 | | |
| 2 | 2.6 | Care Solace | Yes | $39,000.00 | $39,000.00 | | |
| 2 | 2.7 | Universal Screener | Yes | $100,000.00 | 0 | | |
| 2 | 2.9 | PIQE | Yes | $17,500.00 | $27,500.00 | | |
| 2 | 2.10 | Coordinator for Multilingual Learners | Yes | $200,515.00 | $204,347.00 | | |
| 2 | 2.11 | Wayfinder | Yes | $30,000.00 | $35,986.00 | | |
| 3 | 3.1 | Professional Development Costs (SBAs/Sub Costs) | Yes | $64,736.00 | $21,264.00 | | |
| 3 | 3.2 | College visits | Yes | $5,000.00 | $7,823.00 | | |
| 3 | 3.3 | Intervention Sections | Yes | $543,907.00 | $532,600.00 | | |
| 3 | 3.4 | Dual Language Program | Yes | $186,368.00 | $224,008.00 | | |
| 3 | 3.5 | CoSA | Yes | $141,319.00 | $139,600.00 | | |
| 3 | 3.6 | Assessment Coordinator | Yes | $108,665.00 | $93,784.00 | | |
| 3 | 3.7 | Renaissance | Yes | $106,000.00 | $105,168.00 | | |
| 3 | 3.8 | ELLevation | Yes | $7,500.00 | $7,500.00 | | |
| 3 | 3.9 | Freckle | Yes | $13,383.00 | $13,383.00 | | |
| 3 | 3.10 | E3D Language Launch (formerly Read 180) | Yes | $12,300.00 | $14,135.00 | | |
| 3 | 3.11 | AVID | Yes | $35,000.00 | $27,693.00 | | |
| 3 | 3.12 | IXL | Yes | $45,000.00 | $44,909.00 | | |
| 3 | 3.13 | Brain Pop | Yes | $15,000.00 | $14,715.00 | | |

| 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) |
|---|---|---|---|---|---|---|---|
| 3 | 3.14 | Formative | Yes | $76,931.00 | $66,569.00 | | |
| 3 | 3.15 | Common Lit 360 | Yes | $32,500.00 | $0 | | |
| 3 | 3.16 | No Red Ink | Yes | $45,250.00 | $40,978.00 | | |
| 3 | 3.17 | Screencastify | Yes | $22,500.00 | $24,750.00 | | |
| 3 | 3.18 | Peardeck | Yes | $27,360.00 | $28,320.00 | | |

# 2025-26 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) |
|---|---|---|---|---|---|---|---|---|
| 143,802,643 | $5,413,922.00 | 0 | 3.765% | $5,413,922.00 | 0.000% | 3.765% | $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:

    - 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]).

    - 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.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- 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 and Senate Bill 153, Chapter 38, Statues of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

*EC* Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

**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

## *Requirements*

**School districts and COEs:** *EC* Section 52060(g) and *EC* Section 52066(g) 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) 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;
    - **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; and
- For charter schools, see *Education Code* Section 47606.5.

- **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.
    - 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.

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 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.
    - 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,
    - 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.

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 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:
    - 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) 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.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

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.

Current Difference from Baseline

- 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.
    - 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, 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.
    - 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.
    - 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.
    - 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.
    - 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.
    - **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

### For English Learners and Long-Term English Learners

- 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:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - 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.

### For Technical Assistance

- 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.

### For Lowest Performing Dashboard Indicators

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

### For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

# 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.

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

    - 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.

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

    - 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).
    - **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.
    - **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.
    - 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 the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - 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**
  - 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)**
  - 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 (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - 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)**
  - 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 %)**
  - 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)**
  - 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)**

- 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)**

  - 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).

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