



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Diego Unified School District

CDS Code: 37683380000000

School Year: 2025-26

LEA contact information:

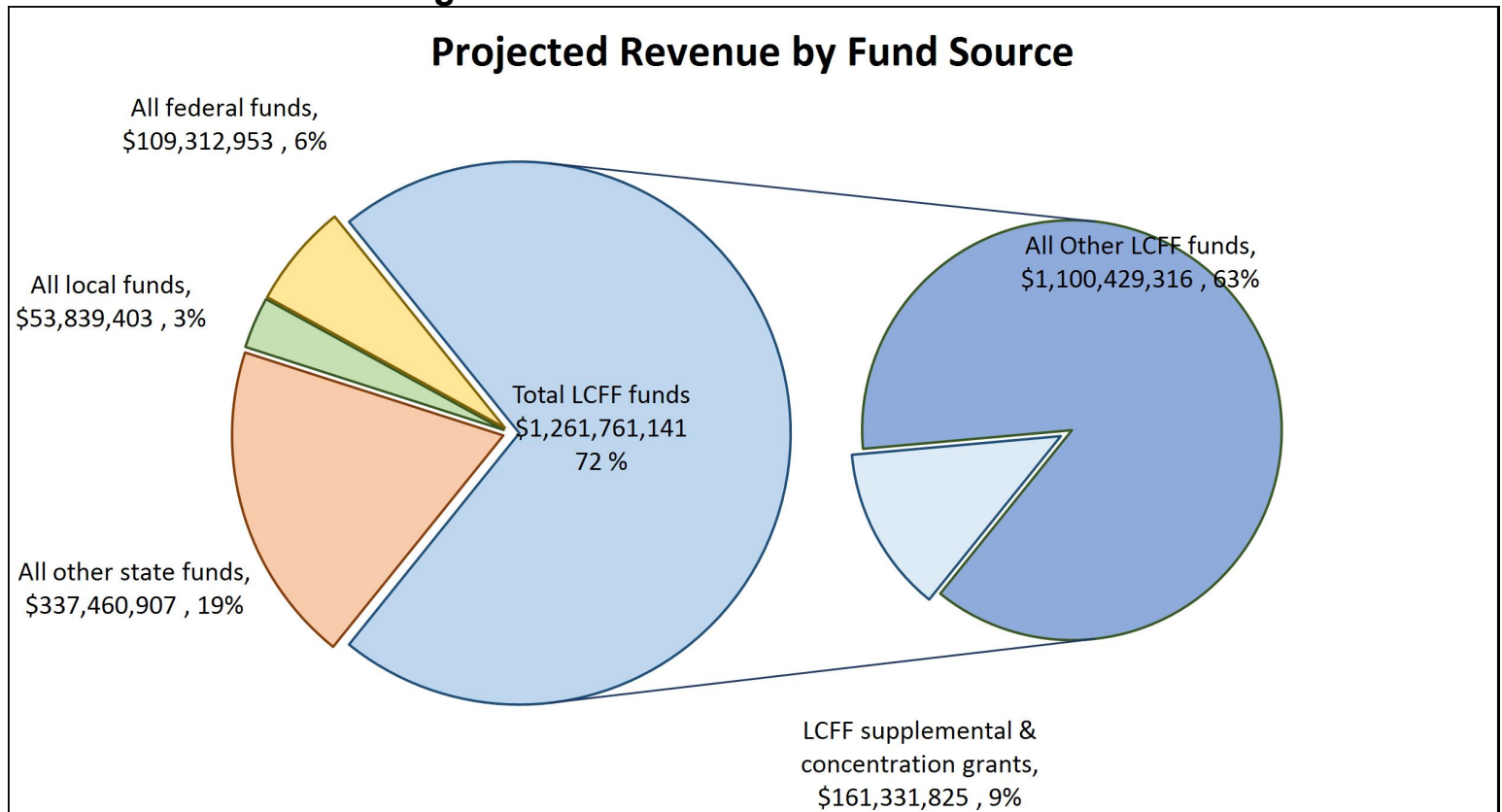
Marissa Allan

(Interim) Senior Executive Director, Thriving School Communities

619-725-7286

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 2025-26 School Year



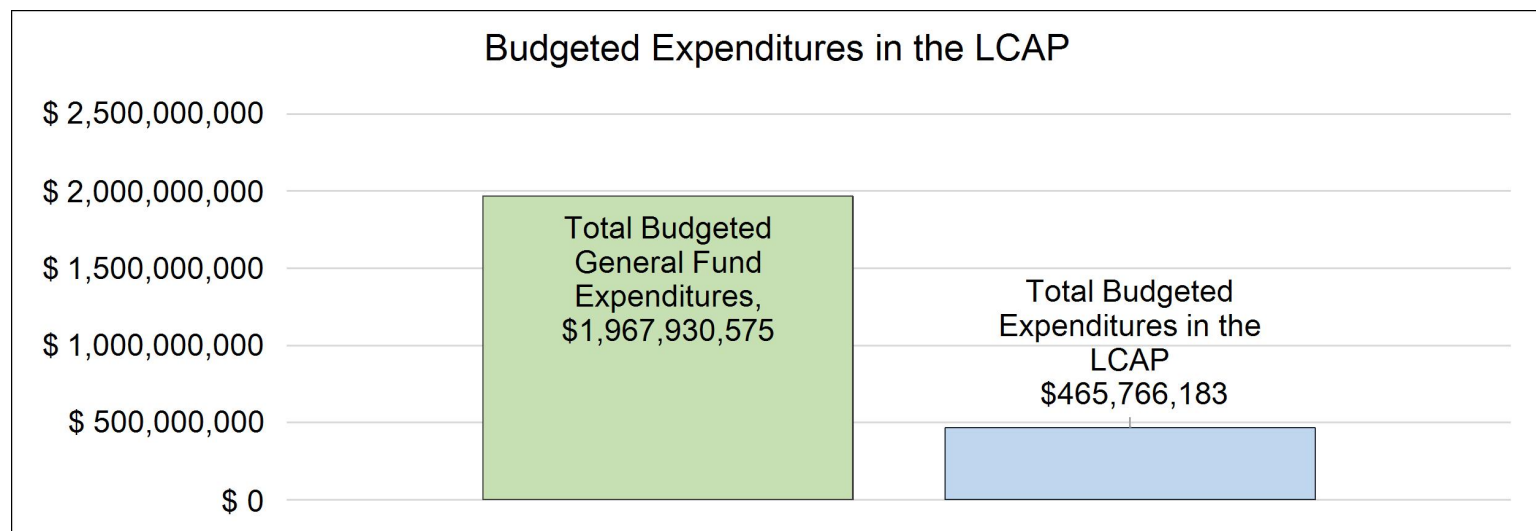
This chart shows the total general purpose revenue San Diego Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Diego Unified School District is \$1,762,374,404, of which \$1,261,761,141 is Local Control Funding Formula (LCFF), \$337,460,907 is other state funds, \$53,839,403 is local funds, and \$109,312,953 is federal funds. Of the \$1,261,761,141 in LCFF

Funds, \$161,331,825 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 Diego Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: San Diego Unified School District plans to spend \$1,967,930,575 for the 2025-26 school year. Of that amount, \$465,766,183 is tied to actions/services in the LCAP and \$1,502,164,392 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

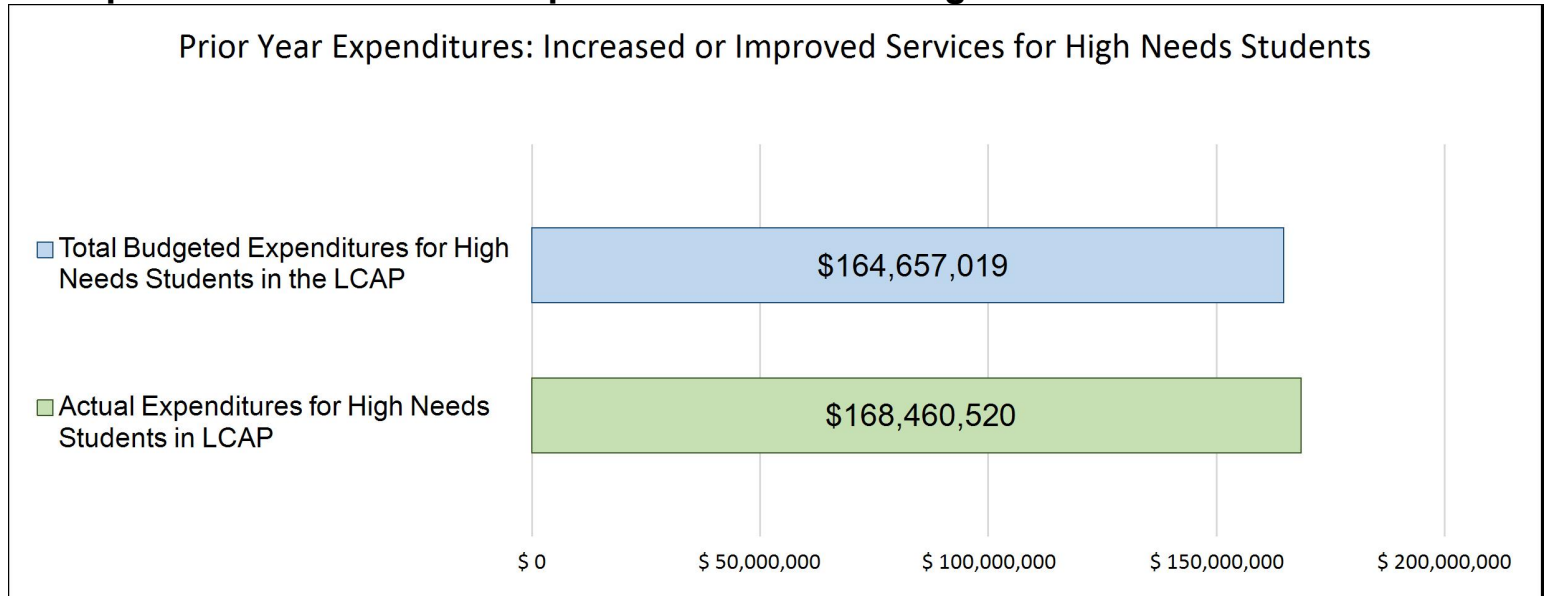
San Diego Unified School District (SDUSD) has made a committed effort in engaging with our community partners to create a comprehensive and cohesive accountability plan with student-focused outcomes. The LCAP is a strategic planning document that will establish priorities to develop and attain the goals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

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, San Diego Unified School District is projecting it will receive \$161,331,825 based on the enrollment of foster youth, English learner, and low-income students. San Diego Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. San Diego Unified School District plans to spend \$182,053,513 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 2024-25



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

The text description of the above chart is as follows: In 2024-25, San Diego Unified School District's LCAP budgeted \$164,657,019 for planned actions to increase or improve services for high needs students. San Diego Unified School District actually spent \$168,460,520 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$3,803,501 had the following impact on San Diego Unified School District's ability to increase or improve services for high needs students: Increased and enhanced Extended Learning Opportunities.



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Diego Unified School District	Marissa Allan (Interim) Senior Executive Director, Thriving School Communities	lcap@sandi.net 619-725-7286

Plan Summary [2025-26]

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.

San Diego Unified School District (SDUSD) is California’s second-largest public school system, serving approximately 94,535 students in transitional kindergarten through 12th grade and an additional 1,818 children through early childhood and state preschool programs. Our 175 schools include 118 elementary schools, 24 middle schools, 22 high schools, 10 alternative and atypical schools, and three K–12 school (Whittier, Mt. Everest Academy, and LMEC). Campus sizes vary widely, ranging from small, specialized programs to large, comprehensive high schools that serve over 2,000 students.

SDUSD reflects the vibrant diversity of the San Diego region, with over 70 languages spoken and students representing 19 racial/ethnic groups. Approximately 60% of students qualify for free or reduced-price meals, 16% are English learners, and 11% receive special education services. Nearly 17,000 dedicated staff support the academic, social-emotional, and developmental needs of our learners.

All district efforts are driven by a long-term commitment to equity, belonging, and thriving, guided by the core values of democracy and civic leadership, conscious accountability, fiscal responsibility, and student-focused outcomes aligned to our District-adopted goals and guardrails. These guiding principles aim to ensure that every student develops the skills, confidence, and critical awareness needed to succeed in an increasingly complex and dynamic world.

The district offers diverse, rigorous learning opportunities, including dual language immersion (Spanish, French, Mandarin), International Baccalaureate (IB), Advanced Placement (AP), visual and performing arts in every school, and college-credit courses on high school

campuses. Career pathways and project-based learning in fields such as clean energy, healthcare, and IT ensure students graduate ready for college, career, and life.

The following schools have been identified to receive equity multiplier funding for the 25-26 school year:

ALBA

Garfield High

Kearny complex schools (Kearny Digital Media & Design/Kearny School of Biomedical Science and Technology)

Riley/New Dawn

TRACE

Twain High

Whittier K–12

Fletcher Elementary

These schools receive strategic support for academics, mental health, and community engagement to improve outcomes for our highest-need students.

In 2025, the San Diego Unified Board of Education re-envisioned its governance strategy by adopting a Student Outcomes Focused Governance (SOFG) model. This approach emphasizes continuous monitoring of student achievement against clearly defined goals. On September 10, 2025, after a comprehensive engagement process with families, students, staff, and community members, the Board formally adopted a six-year set of Goals and Guardrails.

This governance shift presented an opportunity to realign the Local Control and Accountability Plan (LCAP) with the community's vision. The 2025–26 LCAP has been significantly restructured to reflect this collective voice. Feedback from community surveys, engagement sessions, and trustee-led listening forums directly informed the development and refinement of the district's goals.

As a result, the district established five clear goals:

Goal #1 - Student Wellness

Goal #2 - Effective Communication and Literacy

Goal #3 - Problem Solving and Mathematics

Goal #4 - College and Career Readiness

Goal #5 - Equity, Access, and Targeted Support (for High-Need Schools)

Goals 1 through 3 were specifically shaped by themes raised in community feedback, including the need to prioritize social-emotional learning, improve literacy through effective communication, and emphasize problem-solving in math. The work of the Meaningful Graduation Working Group also influenced these priorities. In direct response to partner input, ELA and math are now addressed in separate goals, rather than being combined as in previous years.

For Goal 5, site leaders collaborated with their school communities through the Site Plan for Student Achievement (SPSA) process. This ensured that Equity Multiplier funds were spent transparently and strategically, based on each site's unique needs and strengths.

Definition of Spotlight Students referenced throughout the document:

There will be an intentional focus on district Spotlight Students (TK–12 students who are farthest below the standard in English and Math, and High School students with the lowest grades as determined by their GPA). Where applicable, metrics and actions will specify 'Spotlight Students (including UDP and SWD).

Overall, the 2025–26 LCAP represents a shared vision shaped through inclusive dialogue, data-informed planning, and a deep commitment to equitable outcomes for every student in every neighborhood.

For a Crosswalk and Synopsis of changes, see appendix at the end of this document.

Key Demographics

San Diego Unified serves a diverse student body reflective of the broader San Diego community:

Latinx: 44.3%

White: 24.1%

Asian: 9.7%

Multi-Racial: 9.5%

African American: 7.1%

Filipino: 4.5%

Pacific Islander: 0.4%

Native American: 0.2%

The district also serves high proportions of students with identified needs:

Eligible for Free/Reduced Meals: 60%

English Learners: 15.3%

Students with IEPs: 17.8%

GATE Students: 11%

Military-Connected Students: 7.7%

Homeless Students: 8.1%

Foster Youth: 0.2%

SDUSD operates with an annual budget of approximately \$1.8 billion, which funds comprehensive academic programs, student supports, and strategic initiatives aligned to the Board's Goals and Guardrails.

Reflections: Annual Performance

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

Dashboard Snapshot (Based on 2023 California School Dashboard)

In 2024, SDUSD maintained steady performance across several state indicators. The district achieved a Yellow rating in both English Language Arts (ELA) and Mathematics, with ELA scores 7.2 points above the standard and Mathematics scores 23.6 points below the standard. The Chronic Absenteeism rate declined by 5.8 percentage points to 21.4%, earning a Yellow rating. The Graduation Rate stood at 88.3% (Orange), while the College and Career Indicator (CCI) improved to 62.9% of students being prepared (Green). The Suspension Rate remained low at 2.5% (Green), and English Learner Progress (ELPI) showed that 49.5% of English learners are making progress, resulting in a Yellow rating.

In alignment with LCAP requirements for the 2023 Dashboard, SDUSD has identified all schools and student groups within schools that received the lowest performance level (Red) on one or more state indicators. These identifications will remain unchanged throughout the three-year Local Control Accountability Plan (LCAP) cycle.

Lowest-Performing Student Groups (Red Indicators – 2023 Dashboard)

English Language Arts: Long-Term English Learners (LTEL)

Mathematics: LTEL, Homeless

Chronic Absenteeism: Native Hawaiian/Pacific Islander (NHPI)

Suspension Rate: LTEL

Graduation Rate: LTEL, English Learners (EL), Foster Youth (FY)

ELPI and CCI: No student groups received Red indicators

Schools with Red Indicators (2023 Dashboard)

Indicator	School(s)
College/Career (CCI)	Garfield High, TRACE, Twain High
Chronic Absenteeism	Hage ES, iHigh Virtual Academy, Miramar Ranch ES, Sandburg ES, Taft MS
English Language Arts (ELA)	Burbank ES, Clark MS, Fay ES, Fletcher ES, Home & Hosp/Transition Support, Hoover HS, Horton ES, Joyner ES, Knox MS, Linda Vista ES, Millennial Tech MS, Riley/New Dawn, Rodriguez ES
ELPI	Boone ES, Carver ES, Central ES, Clairemont Canyons Academy, Freese ES, Ibarra ES, Jones ES, Kimbrough ES, Millennial Tech MS, Paradise Hills ES, Rolando Park ES, Roosevelt International MS, Twain High, Zamorano ES
Graduation Rate	Garfield High, Twain High
Mathematics	Bell MS, Burbank ES, Garfield HS, Home & Hosp/Transition Support, Logan Memorial Educational Campus, Mann MS, Millennial Tech MS, Riley/New Dawn
Suspension Rate	ALBA, Creative Performing and Media Arts, Dana, Logan Memorial Educational Campus, Montgomery MS, Paradise Hills ES, Porter ES, Washington ES, Wegeforth ES

Additionally, student groups within these identified schools also received Red indicators. Their needs are addressed directly through actions outlined in this LCAP.

You can find the complete data for student groups and schools with the lowest performance levels on the 2023 California School Dashboard in the appendix at the end of this Local Control and Accountability Plan (LCAP). We continue to support these student groups and schools through targeted actions and services, including but not limited to Actions 1.5, 2.6, 2.7, 3.7, 4.4, and 4.6, which are specifically aligned to the indicators and performance gaps identified.

*(CDE Required): LREBG funds will be used in Goal 4, Action 1: SDUSD has planned LREBG expenditures totaling \$15.7M, focused on increasing counselor staffing, restorative practice implementation (ICAN), and extended-day tutoring. These actions support learning recovery for low-income, foster youth, and English learner students at sites with the greatest need. Implementation is based on 2023 Dashboard trends and local empathy interviews.

Reflections: Technical Assistance

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

Through differentiated assistance, San Diego Unified created a cross-departmental team with leaders from Data Insights and Systems Supports, Multilingual Education Department, Restorative Justice, Counseling and Guidance and Placement and Appeals. This team scheduled regular meetings with the San Diego County Office of Education (SDCOE). First, the district will start with looking at the current data (California Dashboard) for the student groups that are most marginalized (including Long Term English Learners and Pacific Islanders). Then, we will go deeper into the data to include both map and street data. This will include observations, interviews and empathy interviews. With this data, the district will conduct a root cause analysis with input from our schools, students, and families. During this time, the district will also look at invitation inventory to understand what the system is asking of schools, students and families. Then as a team with educational partners we will start to develop a plan of action to prototype with schools to change suspension rate, and chronic absenteeism rates for our Long Term English Learners and Pacific Islanders. Monitoring the prototype and getting feedback will then be the next steps. Changes will be made as needed based on reflection and feedback.

San Diego Unified School District is eligible for Differentiated Assistance in 2024 based on the performance of Long-Term English Learners (LTELs) in the following areas: Academic Achievement, Suspension Rate, and Graduation Rate

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.

Garfield High School

Support for Identified Schools

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

San Diego Unified will support Garfield High School in developing its CSI plan through a collaborative process with the newly appointed site principal and district support staff. With the transition in school leadership, the district will prioritize supporting the new administrator in conducting a comprehensive school-level needs assessment. To strengthen this process, the district is exploring a potential partnership with WestEd to assist with the needs assessment and CSI plan development. While the contract has not yet been initiated, the district intends to work with the new principal to consider engaging WestEd—or a similarly qualified organization—to support stakeholder engagement, data analysis, and root cause identification related to the school’s low graduation rate.

Following the needs assessment, the district will work with the school to identify evidence-based interventions that align with the assessment findings and address the primary causes of CSI identification. These may include practices recommended by WestEd, the National Dropout Prevention Center, or other recognized sources of evidence-based strategies.

As part of the planning process, the district and school will also identify resource inequities contributing to low student outcomes. This may include disparities in access to academic supports, student engagement opportunities, or other critical resources. Identified inequities will be addressed through the CSI plan using both CSI funding and district resources.

Monitoring and Evaluating Effectiveness

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

To monitor and evaluate the implementation and effectiveness of the Comprehensive School Improvement (CSI) plan to support student and school improvement, the LEA will support school sites in utilizing a multifaceted approach that encompasses both qualitative and quantitative measures. The LEA will assist with the following:

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

*In addition to local measures, progress will also be reviewed using the California School Dashboard, particularly focusing on graduation rate and other indicators that led to CSI identification at Garfield High School.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
General: All Community (including teachers, site administrators (principals), SELPA, other school personnel, central office administrators, bargaining units, and community members)	In 2024-25, the San Diego Unified Board of Education re-envisioned its governance strategy to focus on student outcomes. Student Outcomes Focused Governance (SOFG) prioritizes the consistent monitoring of progress toward achieving specific goals for student achievement as set by the Board. Through an extensive engagement process, involving all educational partners, the Board of Education adopted a set of Goals and Guardrails for the next 6 years on September 10, 2025. This adoption created the opportunity to realign the LCAP strategies and expenditures based on community feedback. This LCAP plan is a result of robust engagement and realignment with the community to ensure the district is taking a collaborative approach to defining those goals by distilling the community’s vision and values into clear, measurable priorities. During the revision process of the LCAP, a survey remained available for all educational partners to provide feedback on the plan. Respondents included parents, staff (teachers, administrators, central office administrators), other school personnel, students, and community members. An LCAP Community Engagement Session was held on April 8, 2025, during which members of the community (including teachers, site administrators (principals), SELPA, other school personnel, central office administrators, bargaining units, and community members) were asked to provide feedback on the proposed LCAP changes.

Educational Partner(s)	Process for Engagement
Board of Education	During public board of education meetings, staff present regular monitoring updates outlining progress made towards meeting each LCAP goal. An LCAP workshop was held on April 22, 2025, where staff presented the proposed revisions for Year 1 of the 3-year plan for feedback and an opportunity for public comment. The complete LCAP document will be submitted to the San Diego Unified School District Board of Education for first reading and public hearing on June 10, 20245, and second reading and adoption on June 24, 2025.
Advisory Groups (DELAC, DAC, others)	Regular LCAP updates were presented to the District Advisory Council (DAC) throughout the 2024-25 school year. The draft LCAP plan was presented to the Executive DAC board on May 7, 2025, and then to the General Meeting on May 21, 2025. Written feedback was collected at this meeting and responded to before the LCAP adoption process. The District English Learner Advisory Committee (DELAC) hosted an LCAP feedback session on April 24, 2025, where staff attended to present the proposed 2025-26 LCAP. Written feedback was collected and responded to before the LCAP adoption process. The Family Engagement Department hosted a monthly meeting for all Advisory Chairs (DAC, DELAC, CAC [including SELPA], PTA, and GATE), during which time each advisory chair received regular LCAP updates.
Students	In addition to the community meetings and district-wide survey, on April 7, 2025, staff attended the Student Advisory Board to present the draft plan for feedback and comment.
Parents	Throughout the LCAP revision process, parents were invited to participate in workshops, surveys, and input sessions to engage with the LCAP and provide input.

Educational Partner(s)	Process for Engagement
Central Office Leaders (Certificated & Classified)	Monthly LCAP sessions were held with all central office leaders to engage with the LCAP and provide input into the plan. Sessions included educational partners from across the community to strengthen our dialogue around the LCAP and ensure it meets the needs of our community members and site leaders.
Equity Multiplier Sites	To meet requirements related to Equity Multiplier schools, 10 qualifying school sites conducted site-level engagement with their Area Superintendents and community educational partners to identify priority areas in their Single Plans for Student Achievement (SPSAs), aligned with LCAP Goal 4, now Goal 5. Educational partners also contributed through targeted meetings focused on special education, behavioral health, and the design of diploma pathways. We used this input to develop Goal 5. *Consultation for Equity Multiplier goals included engagement with site-based School Site Councils (SSCs) and English Learner Advisory Committees (ELACs) at each qualifying site. Meetings were held to discuss chronic absenteeism, suspension, and graduation data trends. Educational partners prioritized increased mental health support, culturally responsive instructional strategies, and targeted professional development. Their input directly influenced the design of site-specific actions under Goal 5.

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

The 2025–26 LCAP has been significantly restructured to reflect the voices of our educational partners, including families, students, educators, and community members. Feedback gathered through multiple engagement opportunities, such as community surveys, input sessions, and trustee-led listening forums aligned with Student Outcomes Focused Governance (SOFG), directly informed the development and refinement of the district’s board-adopted goals and guardrails. Feedback collected influenced revisions to LCAP goals and actions, particularly in literacy, middle school supports, and student wellness.

As a result of this input, five district goals were established:

Goal 1 – Fostering Student Wellness

Goal 2 – Advancing Literacy and Effective Communication

Goal 3 – Developing Critical Thinking and Problem-Solving in Mathematics

Goal 4 – Expanding College, Career, and Life Readiness

Goal 5 – Delivering Targeted Supports for High-Need Schools

Notably, Goals 1–3 were specifically shaped by consistent themes from survey results and listening sessions. Educational partners expressed a strong need to prioritize social-emotional learning, mathematics instruction centered on problem-solving, and literacy development, especially effective communication skills in English Language Arts. The collaborative work of the Meaningful Graduation Working Group also supported these priorities.

In response to partner feedback and the desire for greater clarity and impact, the 2025–26 LCAP separates Math and ELA into distinct goals and actions. This marks a shift from Year 1 of the previous LCAP, where they were combined under a single goal.

For Goal 5 – Equity Multiplier, site administrators (principals) engaged directly with their school communities through the Site Plan for Student Achievement (SPSA) process. We used this input to develop Goal 5. This collaboration ensured that equity multiplier funds were spent strategically and transparently, leading to measurable improvements aligned with site-level needs and goals.

The restructured LCAP represents a shared vision shaped by inclusive dialogue, data-informed planning, and a commitment to equitable student outcomes.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Student Wellness	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

As part of San Diego Unified's shift to Student Outcomes Focused Governance (SOFG), wellness emerged as a foundational condition for learning, directly impacting student achievement. Through extensive engagement, including surveys and the April 8, 2025, LCAP Community Engagement Session, educational partners consistently prioritized mental health, school connectedness, and socio-emotional supports. This goal reflects the district's commitment to aligning resources with community-identified needs, ensuring every student has the support to thrive academically and emotionally. The wellness goal directly supports the Board-adopted Guardrails by creating safe, inclusive environments essential for student success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.A	BSR Referrals (TK/K)	206 UTK/K Referrals (Source: Local Data, 6/17/2024)	240 UTK/K Referrals (Source: Local Data, 5/20/25)		180 Referrals	Increase of 34 Referrals
M1.B	MySAEBRS Screener	N/A - Data will be available Fall 2024	N/A - Data will be available 25/26 school year.		N/A Contract for this vendor may end; the metric will no longer be used.	N/A - Contract for this vendor may end; the metric will no longer be used.
M1.C	Behavioral Incidences	13,307 Incidences	12,528		9,407	Decrease of 779 Incidents

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Source: Hoonuit, 6/17/2024)	(Source: Hoonuit, 5/30/2025) Example: 12,000. Moving forward in 25/26 this metric will no longer be used.			
M1.D	Growth on Assessment Tool	N/A - Assessment Tool to be established by Fall 2024	Student Survey administered in January and May to students in grades 3-12, measuring climate, belonging, relationships, safety, grit, self-efficacy, self-management.		N/A - Assessment Tool to be established by Fall 2024	N/A
M1.E	Suspension Rate *Required by CDE (Priority 6)	All Students: 2.3% African American: 5.3% American Indian: 3.5% Asian: 0.6% Filipino: 0.9% Hispanic: 2.9% Multiple Races: 2.0% Pacific Islander: 2.6% White: 1.4% English Learner: 2.8% Foster: 8.4% Homeless: 4.6% Socioeconomically Disadvantaged: 3.1%	All Students: 2.1% African American: 5.2% American Indian: 2.2% Asian: 0.7% Filipino: 0.9% Hispanic: 2.4% Multiple Races: 1.8% Pacific Islander: 2.1% White: 1.3% English Learner: 2.2%		All Students: 2.3% African American: 2.5% American Indian: 2.5% Asian: 0.6% Filipino: 0.9% Hispanic: 2.5% Multiple Races: 2.0% Pacific Islander: 2.5% White: 1.4% English Learner: 2.5%	All Students: -0.2% African American: -0.1% American Indian: -1.3% Asian: +0.1% Filipino: 0.0% Hispanic: -0.5% Multiple Races: -0.2% Pacific Islander: -0.5% White: -0.1% English Learner: -0.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 4.0% (Source: PowerSchool, 5/28/2024)	Foster: 9.5% Homeless: 3.8% Socioeconomically Disadvantaged: 2.7% Students with Disabilities: 3.9% (Source: PowerSchool, 5/30/2025)		Foster: 2.5% Homeless: 2.5% Socioeconomically Disadvantaged: 2.5% Students with Disabilities: 2.5%	Foster: +1.1% Homeless: -0.8% Socioeconomically Disadvantaged: -0.4% Students with Disabilities: -0.1%
M1.F	Chronic Absenteeism *Required by CDE (Priority 5)	All Students: 21.2% African American: 24.6% American Indian: 23.1% Asian: 9.9% Filipino: 13.0% Hispanic: 28.4% Multiple Races: 16.9% Pacific Islander: 30.2% White: 13.8% English Learner: 29.0% Foster: 35.7% Homeless: 35.8% Economically Disadvantaged: 25.6% Students with Disabilities: 31.3% (Source: Hoonuit, 5/22/2024)	All Students: 19.1% African American: 22.7% American Indian: 21.9% Asian: 9.5% Filipino: 10.6% Hispanic: 25.8% Multiple Races: 15.5% Pacific Islander: 31.4% White: 12.0% English Learner: 25.1% Foster: 38.8% Homeless: 32.8% Economically Disadvantaged: 24.2% Students with Disabilities: 28.7%		All Students: 12.2% African American: 15.6% American Indian: 14.1% Asian: 5.0% Filipino: 5.0% Hispanic: 19.4% Multiple Races: 7.9% Pacific Islander: 21.2% White: 5.0% English Learner: 20.0% Foster: 26.7% Homeless: 26.8% Economically Disadvantaged: 16.6% Students with Disabilities: 22.3%	All Students: -2.1% African American: -1.9% American Indian: -1.2% Asian: -0.4% Filipino: -2.4% Hispanic: -2.6% Multiple Races: -1.4% Pacific Islander: +1.2% White: -1.8% English Learner: -3.9% Foster: +3.1% Homeless: -3.0% Economically Disadvantaged: -1.4% Students with Disabilities: -2.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(Source: Hoonuit, 5/30/2025)			
M1.G	Number of Expulsions *Required by CDE (Priority 6)	29 Expulsions (Source Local Data: 2023-24)	19 Expulsions (Source Local Data 2024-25, 6/6/2025)		20 Expulsions	10 Expulsions
M1.H	Participants in activities/opportunities that promote parent participation for all students including English Learners (EL), Foster Youth (FY), Low Income (LI) students, and Students with Disabilities (SWD) *Required by CDE (Priority 3)	16,437 Participants (Source Local Data: 2023-24)	30,651 Participants (Source Local Data: 2024-25)		20,000 Participants	+14,214 Participants
M1.I	Facilities Inspection Tool (FIT) *Required by CDE (Priority 1)	100%	100%		100%	Maintained
M1.J	Parent Climate Survey (CaSCHLS CSPS) *Required by CDE (Priority 6)	Safety: 89% School Connectedness: 86%	Safety: 89% School Connectedness: 86%		Safety: 93% School Connectedness: 90%	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.K	Staff Climate Survey (CalSCHLS CSSS) Staff safety and supportive, inviting workplace *Required by CDE (Priority 6)	Safety: 88% School Connectedness: 87%	Safety: 88% School Connectedness: 87%		Safety: 90% School Connectedness: 91%	Maintained
M1.L	Student School Connectedness (CalSCHLS CHKS) *Required by CDE (Priority 6)	Grade 5: 70% Grade 7: 55% Grade 9: 56% Grade 11: 55% (Source: CalSCHLS CHKS)	Mid-year Student Survey Results: How safe do you feel at school? 66.7% Extremely/Quite How much do you feel like you belong at your school? 59.7% Tremendous amount/quite a bit		Grade 5: 75% Grade 7: 65% Grade 9: 66% Grade 11: 65%	N/A - New Metric Utilized
M1.M	Student School Safety (CalSCHLS CHKS) *Required by CDE (Priority 6)	Grade 5: 77% Grade 7: 54% Grade 9: 59% Grade 11: 62% (Source: CalSCHLS CHKS)	Mid-year Student Survey Results: How safe do you feel at school? 66.7% Extremely/Quite		Grade 5: 82% Grade 7: 64% Grade 9: 69% Grade 11: 72%	N/A - New Metric Utilized
M1.N	All credentialed staff are appropriately assigned and fully credentialed in the subject areas and for the pupils they are supporting and teaching. *Required by CDE	Credentialed: 96.7% (Source: Human Resources 2023-24)	100% (Source: Human Resources 2024-25)		100% (Source: Human Resources Report)	+3.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	LCFF Priority 1					

Goal Analysis [2024-25]

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.

This goal has been renamed and updated in alignment with the San Diego Unified School District's newly adopted Board Goals (2025–2027). The content and services remain consistent with our previously approved LCAP structure but have been reorganized and clarified using user-friendly language to reflect community and board priorities.

Prior to this realignment, this goal focused on Strengthening Social Emotional Development which focused on Educating Our Educators Through an Equitable and Inclusionary Lens (prior LCAP 1.1) and Social-Emotional Learning (Prior LCAP 1.2 and 1.2.a)

LCAP Goal 1.1 focused on equity and inclusion efforts; special education support; professional development for counselors; mental health and wellness; and strengthening partnerships with families and educators.

Equity Teams:

- 3 full day sessions for Cohort 2 (8 Schools)
- 2 sessions for Cohort 1 (7 schools plus one parent group)
- Surveys and formative assessments with participants

Equity Professional Learnings:

- Wangenheim (bias & microaggressions) in partnership w/ Restorative Justice Practices (RJP)
- Library Tech Bias and policy
- Logan Memorial Education Campus (LMEC) LGBTQIA+ Inclusion professional learning and Collab with Title IX & Office of Investigations, Compliance & Accountability (ICA)
- Implementing District Procedure AR3260.2 through An Equity Lens training for Chromebook Fines

Learning Collaborative Equity Sessions:

- Planning meetings for Jan-June sessions (6 total)

Curriculum Refresh with Community Schools:

- Curriculum analysis, observations, surveys, and focus groups

LGBTQIA+ Education & Awareness:

- Facilitated LGBTQIA+ Staff Refresher at many sites

-Gender Support Plan Counselor/Admin Training

Support for Culturally Responsive and Inclusive Curriculum:

- “This School Welcomes You” posters & Out for Safe Schools badges
- Inclusive Curricular Resources, Training, and Books
- Coaching 1:1, site admin teams, equity teams
- Staff Training, How to implement the Fair Education Act

Special Education:

- The Area and Early Childhood Special Education Central Office Resource Teacher teams are providing side-by-side coaching to support Education Specialists in implementing effective instructional strategies.
- The Special Education leadership team and school principals are collaborating through a dedicated workgroup to identify challenges, develop solutions, and enhance the continuum of services to better meet the diverse needs of all students.
- Mental Health Resource Center (MHRC)- Mental Health Related Services clinicians and rehabilitation specialists consultation, collaboration and coordination of support with classroom/school and special education staff to help model and teach mental health and social emotional interventions to students to promote positive school behavior- measured by MHRS referrals year-over-year by site.
- Special Education Program Specialist partnered with Office of Graduation to educate sites about alternate diploma offering for students with exceptional support needs (California Education Code 51225.31). Coached educators on how to schedule students into standards aligned coursework and map out a four year plan that leads to graduation with an alternate diploma.

2. All Elementary School Counselor PD:

- Facilitated by Restorative Justice Practices (RJP), restorative resources to use for conflict resolution as well as restorative circle curriculum to further the learning of current Social Emotional Learning (SEL) curriculum available to elementary school counselors. Restorative Circles and SEL community building and learning. Counselors practiced facilitating circles that are aligned with Harmony, Leader in Me and Second Step.

MHRC and Wellness Department:

- Presentations on “Supporting Wellness and Social Emotional Wellbeing” to parents and staff within 3 clusters
- Youth Mental Health First Aid Training offered to students and families - track utilization of training opportunities

Special Education (Speech-Language & Assistive Technology Departments):

- Collaborating with focus school sites to enhance AAC knowledge and improve student communication outcomes.
- Providing a 4-part professional development series for teachers, paraeducators, and related services staff, paired with in-class coaching.
- Supporting eight schools during the 2023-24 and 2024-25 school years, with plans to expand.
- Creating inclusive classroom and school environments that foster belonging and accessibility for all students.
- Hosting two family engagement sessions to strengthen school-home partnerships and support student communication.

3. The district will collect data on current programs supporting educators, identifying what stages they are supported at and what stages they are not. Also, collecting data on program participation and completion rates.

4. Collaboration with the District Advisory Committee (DAC) and representatives from each school site to host monthly sessions that encourage families and educators to work together, communicate regularly, and strengthen their connections to ensure everyone feels valued and respected. To enhance the learning experiences and outcomes, we utilize the Dual Capacity Building Framework process conditions:

- Relational- built on mutual trust; Linked to learning and development; Asset-based; Culturally responsive and respectful; Collaborative; and Interactive.

LCAP Goals 1.2 and 1.2.a focused on Social emotional learning

1. The job embedded coaching for Early Learning educators will begin with our IEEEP 2.0 grant. We received the GAN for the grant on 12/13/24 and it is currently being processed by the district.

Foundational training was provided to 260 Preschool, and UTK educators and administrators representing 82 school sites, and central office staff from 5 departments on July 30th and 31st, 2024 through a 2 day “Launching Into the School Year With Joy!” early learning conference focused on social emotional learning and inclusion.

Pyramid Model Trainings, focusing on tiered instruction using evidence-based practices that promote the social, emotional, and behavioral development of young children have been offered to preschool and UTK educators.

102 educators (Certificated and Classified) serving early learners attended an 18 hour series of trainings focused on promoting social emotional competence in preschool classrooms. 13 educators attended a 2 hour session.

Pyramid Model training for families have been offered focusing on support at home with using evidence-based practices that promote the social, emotional, and behavioral development of young children. Over 220 families participated in these workshops. Workshop topics included: “Helping Children Express Emotions” and “The Importance of Establishing Strong Routines and Schedules”.

2. Exploration of the creation of a collaborative advisory group with clear feedback loops from the district to the field is underway. The Proactive Behavior Team has met twice as of 2/3/25 with membership from Special Education, MTSS, Mental Health, Counseling and Guidance, Children Youth in Transition, Restorative Justice Practices, and Youth Advocacy. Additional members and site administrators are being invited to the group. Early Childhood Special Education Program Governance members, consisting of teachers and related service providers are forming committees to serve as advisory bodies. We are in the planning stages of how to operationalize this goal.

-Currently, 66 counselors indicated they are conducting SEL classroom guidance lessons in elementary schools grades 1-5. The district SEL/Wellness team is developing an assessment tool to evaluate student progress towards becoming emotionally intelligent thinkers and collaborative communicators.

-In the Winter and Spring of 2025, Counseling & Guidance will host collaborative cluster meetings with all elementary school counselors. In the cluster meetings, elementary school counselors will continue to share SEL initiatives at their school sites, including best practices.

Alternative to Suspension programs at designated campuses:

Mental Health needs: Epiphany and Mending Matters

Substance Use needs:

-Early Intervention and Substance Use Treatment: Teen Recovery Centers (Vista Hill, UPAC and Mental Health Systems/TURN)
Psychoeducational Groups: McAlister at 2 designated high schools

The Tobacco Use Prevention Education (TUPE) program offers restorative alternatives to suspension, like the "My Healthy Futures" course—a self-paced program that educates students on the harms of tobacco, nicotine, vaping, and cannabis. It uses motivational interviewing and cognitive-behavioral strategies to promote understanding, coping, and cessation. These interventions are available to all secondary sites.

All Counselor Professional Development:

-Elementary school counselors received professional development focused on new behavior support resources to guide the work at their site. They learned strategies and received resources/tools to build capacity when problem solving classroom and individual student behavior supports.

-Facilitated by RJP, Professional Development focused on restorative resources to use for conflict resolution as well as restorative circle curriculum to further the learning of current Social Emotional Learning (SEL) curriculum available to school counselors. Restorative Circles and SEL community building and learning. Counselors practiced facilitating circles that are aligned with Harmony, Leader in Me and Second Step.

Throughout the 2024–2025 school year, the district made significant strides in aligning services with the newly adopted Board Goals by deepening its focus on equity, inclusion, and social-emotional learning. Key successes include expanded professional learning for educators, targeted coaching for early learners, and increased family engagement through accessible wellness workshops and advisory groups. Implementation was supported by robust cross-department collaboration and ongoing stakeholder input. Challenges included navigating the coordination of multiple initiatives across a large urban district and ensuring consistent data collection to assess impact. The updated goal structure for 2025–2027 allows for clearer communication and alignment with board and community priorities, creating a more cohesive framework for future monitoring and improvement.

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.

2024-25, the total decrease for Goal 1 is -\$2.1M or -2.7%. There is no significant change between the 2024-25 budgeted expenditures and the estimated actual expenditures for Goal 1. However, the net decrease is mostly attributed to position vacancy savings.

In 2024, Goal 1 did not include the action for Chronic Absenteeism or Community Schools (which was aligned to Goal 2). For 2025, Chronic Absenteeism and Community Schools were realigned to Goal 1 to better focus on the intended student outcome. This caused an increase in total funding for Goal 1 from \$76.6M to \$143.0M. See Crosswalk Attachment for metric reassignments.

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

Goal 1 actions have been partially effective to date. Progress has been made in establishing foundational wellness supports, though full implementation and integration across all domains remain in progress.

Action 1.1 (1.1.1–1.1.3):

Initial development of the Multi-Dimensional Wellness Index (1.1.1) has launched through data collection tools such as the California Healthy Kids Survey and FSA outreach, but the public-facing dashboard and comprehensive Wellness Task Force (1.1.2) have not yet been fully implemented. Educational partners emphasized the importance of representation from historically underserved groups in the Task Force. The district has made progress in clarifying wellness data, but measurable goals aligned to the four domains (Body, Mind, Relationships, Community) are still being finalized. A Comprehensive Wellness Plan (1.1.3) remains under development and will guide district-wide practices moving forward.

Action 1.2 (1.2.1–1.2.3):

Physical and mental wellness efforts have expanded, particularly in access to meals, physical activity, and mental health services (1.2.1 & 1.2.2). Services now include small-group and individual counseling, SEL instruction, and strategies addressing tech and social media use. Schools have increased access to nature-based learning and improved outdoor spaces, though more alignment across sites is needed. Staff professional development (1.2.3) on trauma-informed care, culturally responsive SEL, and mental health awareness is underway, with strong engagement but variable implementation depth.

Action 1.3 (1.3.1):

Family and community engagement through wellness workshops has been positively received, especially when co-developed with local organizations using the community school model. Workshop topics include mental health, SEL, and food security. These have addressed key barriers to wellness and family access, but ongoing work is needed to ensure cultural and linguistic accessibility and equitable participation across school sites.

Action 1.4 (1.4.1–1.4.3):

Efforts to reduce chronic absenteeism (1.4.1) through Family Service Assistants and ICAN school interventions have resulted in a 4% reduction in chronic absenteeism, with notable gains for African American students. However, rates remain above 30% for foster and homeless youth. Community input affirmed the value of culturally responsive supports provided by FSAs. Integrated student supports (1.4.2), such as onsite counseling and health services, and equity-based resource allocation (1.4.3) are underway, but stronger tracking mechanisms are needed to close persistent gaps.

Action 1.5 (1.5.1–1.5.3):

Restorative and alternative-to-suspension programs have been adopted in multiple red-indicator schools (1.5.1 & 1.5.2), with ALBA mentorship and restorative circles showing early promise. However, implementation remains inconsistent across sites. Family partnerships (1.5.3) are developing through co-created behavior support plans and culturally responsive behavioral services, particularly for LTEL families. Community feedback highlights a need for increased coaching, Tier II/III interventions, and fidelity checks to strengthen these supports district-wide.

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 has been renamed: From a broader focus on social-emotional learning and educator training to “Fostering Student Wellness”, aligned directly with the Board’s Guardrails, emphasizing inclusive, safe, and supportive environments.

As part of the 2025–26 LCAP revision cycle, Goal 1 has undergone a significant transformation to reflect community feedback, increased investment, and alignment with the Board’s newly adopted Goals and Guardrails. Previously consisting of two actions, Goal 1 now includes five distinct and intentionally aligned actions, each with clearly defined focus areas and measurable outcomes. This expansion represents a strategic shift from a generalized emphasis on SEL and educator training toward a comprehensive, equity-centered wellness system with differentiated supports for students, families, and staff.

The new actions are structured as follows:

Action 1.1: Professional Learning and Culturally Responsive Practices – Builds on elements of the discontinued Action 1.1 by embedding equity-centered adult learning across systems, including trauma-informed care and inclusive practices.

Action 1.2: Social Emotional Learning (SEL) and Mental Health Supports – Consolidates and expands former SEL programming (previously Action 1.2 and 1.2.a), with added focus on measurable outcomes, integration into MTSS, and proactive mental health services.

Action 1.3: Chronic Absenteeism and Connectedness – A new action created by realigning the former Action 2.3 under Goal 1. It focuses on addressing absenteeism through wellness-informed strategies that promote student engagement and school connectedness.

Action 1.4: Community Schools Infrastructure – Another newly aligned action (formerly Action 2.5) that emphasizes integrated student supports, family engagement, and place-based leadership to support the whole child.

Action 1.5: Wellness Infrastructure and Systems-Building – A newly created action that includes the launch of a Multi-Dimensional Wellness Index, a Districtwide Wellness Task Force, and the development of site-level wellness plans with centralized data systems and monitoring tools.

Implications for Implementation in 2025–26

The restructuring from 2 to 5 actions allows for greater clarity, accountability, and strategic coordination across wellness initiatives. Each action has dedicated staff, metrics, and timelines, enabling more focused support and real-time progress monitoring.

The \$66.6 million in funding reflects this realignment and supports a system-wide implementation strategy that includes:

- Deployment of site-specific supports based on Wellness Index data to identify and respond to unique community needs.
- Expansion of school-based mental health teams and wellness coordinators, with targeted training and supervision.
- Strengthened cross-departmental coordination through the Wellness Task Force, ensuring fidelity and consistency across sites.
- Investment in community-based partnerships that deliver culturally relevant mental health care, family workshops, and wraparound services.

-Integration of wellness strategies into existing MTSS frameworks to ensure tiered, equitable access to supports.

This reorganization represents a deliberate move from individual department efforts to an integrated, equity-driven system that directly addresses the complex factors impacting student well-being and academic success. The clearer structure and aligned actions provide educational partners, including families and school staff, with a more transparent, accessible roadmap for understanding and engaging with the district's wellness efforts.

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	District-Wide Wellness Assessment and Planning Description: Develop and implement a comprehensive Wellness Assessment Plan to evaluate and address the wellness needs of all students, with a focus on the four interconnected parts of wellness: Body, Mind, Relationships, and Community.	1. Progress Monitoring and Data Collection: Develop a Multi-Dimensional Wellness Index to monitor student, staff, and family wellness. The Index will include multiple data points—such as surveys, needs assessments, and participation metrics—aligned with the four wellness domains: Body, Mind, Relationships, and Community. Data will be collected and reported annually to identify trends and inform decision-making. Equity Driver: Disaggregate all data by student groups (this could include, but is not limited to, spotlight students, multilingual learners, grade-span, and students with disabilities) to identify disparities and prioritize equity. 2. Establish a district-wide Wellness Task Force to oversee the development, implementation, and evaluation of wellness initiatives. The Task Force will analyze data from the Wellness Index, set annual wellness goals, and monitor progress. It will meet quarterly and consist of a core leadership team and rotating advisors to ensure diverse stakeholder representation. Membership Structure: Core team-- District administrators, school counselors, wellness coordinators, and health professionals. Rotating advisors-- Students (spotlight and multilingual learners), family representatives (including foster and homeless youth guardians), special education staff, and community partners.	\$4,779,074.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Equity Driver: Ensure representation from historically underserved communities, including multilingual families, students with disabilities, and foster/homeless youth. 3. Comprehensive Wellness Plan: Develop a district-wide Comprehensive Wellness Plan that embeds the four wellness domains into school practices, policies, and programs. The plan will be informed by disaggregated data from the Wellness Index and aligned with student needs and site capacity. Equity Driver: Prioritize schools and student groups with the highest needs, as identified by wellness data. METRICS: Completion of a Multi-Dimensional Wellness Index with a Dashboard to reflect the data by June 2026. Metric for Wellness Task Force: By June 2026, the Wellness Task Force will include at least one representative from each targeted student group (multilingual learners, students with disabilities, foster/homeless youth, etc.) and produce an annual report outlining data-driven wellness goals, progress updates, and equity-focused recommendations. M1.H The District Wellness Policy will include our Comprehensive Wellness Plan. M1.I		
1.2	Promoting Individual Wellness (Body and Mind) Description: Support students in developing healthy	1. Physical Wellness Initiatives: Promote increased student participation in school meal programs by enhancing the appeal, cultural relevance, and nutritional quality of meals. Expand opportunities for physical activity through structured programs and unstructured play, using outdoor spaces where possible to support student wellness. Equity Driver: Prioritize schools and student groups with the highest needs, as identified by wellness data.	\$95,710,682.00	Yes

Action #	Title	Description	Total Funds	Contributing
	habits for their bodies and minds.	2. Mental Wellness Supports: Expand social-emotional and mental health services based on student needs identified through the Wellness Index. Services will include small-group and 1:1 counseling, restorative practices, and targeted mental health interventions. Implement digital wellness programming for students and families, including strategies for managing social media use and screen time. Equity Driver: Focus on schools with high rates of behavioral incidents, chronic absenteeism, and mental health referrals, ensuring that students affected by social media and tech addiction receive appropriate support. *This action expands SEL services for unduplicated pupils (UDP), including expanded site-based mental health professionals, restorative circles, and peer support programs at schools with high UDP enrollment. Implementation is targeted based on site Wellness Index and UDP engagement data. 3. Staff Training and Support: Provide professional development for staff on trauma-informed practices, culturally responsive SEL, and mental health awareness. Trainings will include proactive strategies, identification and referral protocols, and supports for students impacted by social media and technology overuse. Equity Driver: Ensure training addresses implicit bias and strategies to support marginalized students. METRIC: Growth in the Wellness Index score. M1.A through M1H as determined by wellness index score.		
1.3	Strengthening Collective Wellness (Relationships and Community) Description:	1. Family and Community Engagement: Provide district-wide wellness workshops for families, covering topics such as mental health, social-emotional learning (SEL), food security, and access to local resources. Workshop content will be responsive to family interests and needs, with a focus on addressing food insecurity. Leverage the community school model to partner with local organizations to deliver workshops that are relevant, localized, and accessible.	\$20,281,198.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Foster supportive relationships and a sense of belonging for all students, ensuring they feel connected to their peers, families, and communities.	Equity Driver: Offer workshops in multiple languages and at accessible times to ensure participation from diverse families. 2. Cultural Responsiveness and Inclusion: Integrate culturally responsive practices across all wellness initiatives to ensure students see their identities and lived experiences reflected in curriculum, programming, and the school environment. Emphasize student belonging, self-awareness, and cultural identity through wellness activities that allow students to explore their strengths, values, cultures, and personal goals. Embed these practices into the community school model to strengthen engagement among students and families from diverse backgrounds. Equity Driver: Prioritize schools with high populations of multilingual learners and students from historically marginalized communities. METRICS: • Number of district wide wellness workshops for families. M1.H • Student participation rates in wellness activities by demographic groups. M1.H • Student feedback on the inclusivity of wellness initiatives (via surveys or focus groups) M1.I, M1.M • Staff training completion rates for culturally responsive practices. M1.H, M1.N		
1.4	Addressing Systemic Barriers to Wellness Description: Identify and address systemic barriers that prevent students from achieving wellness, with a focus on equity and inclusion.	1. Chronic Absenteeism Reduction: Develop targeted interventions for schools and student groups with high rates of chronic absenteeism, including transportation assistance, immunization events, strategies to address food insecurity, and wellness services. Equity Driver: Prioritize support for spotlight students, including homeless, foster youth, and multilingual learners. 2. Integrated Student Supports: Partner with community organizations to provide on-site wellness services, such as mental health counseling, health screenings, and family support programs.	\$14,162,304.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Equity Driver: Focus on schools with the highest needs and limited access to community resources. 3. Equity-Driven Resource Allocation: Allocate resources (e.g., staffing, funding, programs) to schools and student groups with the greatest wellness needs, as identified by data. Equity Driver: Ensure transparency and accountability in resource distribution. METRICS: Reduction in Chronic Absenteeism rates (Metric M1.F) Increase in results on the Wellness Index data disaggregated by student groups. M1.A through M1H as determined by wellness index score.		
1.5	Reducing Suspensions and Expulsions for Schools with Red Indicators Description: Provide targeted support to schools and student groups identified with a red indicator on the California State Dashboard, ensuring access to Tier II and Tier III behavioral health services and restorative practices to reduce suspensions and	*This action responds to student group and school performance identified as red in the 2023 California School Dashboard, including suspension (foster youth), academic progress (LTEs), and graduation (Garfield, ALBA). 1. Alternative-to-Suspension Programs: Implement programs that address the underlying causes of behavioral issues, emphasizing culturally and linguistically appropriate interventions for LTEs and other at-risk groups. These programs provide students with the skills and support they need to succeed instead of punitive measures. This action is related to the implementation work underway as part of technical assistance, focused on improving outcomes for Long-Term English Learners. Emotional Regulation and Coping Skills: Teach students strategies to manage emotions and stress in healthy ways. Conflict-Resolution Support: Provide training and resources to help students resolve conflicts peacefully and constructively.	\$8,018,717.00	Yes

Action #	Title	Description	Total Funds	Contributing
	expulsions. Support will be specifically designed to meet the needs of Long-Term English Learners (LTELs) and other historically underserved student populations. *This is a required action in our LCAP. *See table at the end of this LCAP for Red performance levels in the 2023 CA Dashboard School Groups at Lowest Level by State Indicator	Structured Interventions: Offer supervised, school-based programs where students can reflect on their behavior and develop positive habits. Equity Driver: Focus on schools with high rates of suspensions and expulsions, ensuring restorative practices are culturally responsive and linguistically accessible for LTELs and their families, and reflect the unique needs of students acquiring English over multiple years. *Foster youth receive individualized case coordination and trauma-responsive mental health supports, prioritized for deployment at schools with historically high foster youth suspension rates. 2. Restorative Practices Expand the use of restorative practices for students, staff, and families to build a positive school climate, repair harm, and address behavioral issues without exclusionary discipline. Restorative Circles: Facilitate circles for students, staff, and families to discuss conflicts, build relationships, and foster a sense of community. Community Building: Implement activities that strengthen connections among students and staff, creating a supportive and inclusive environment. Equity Driver: Focus on schools with high rates of suspensions and expulsions, ensuring restorative practices are culturally responsive and accessible to all families. *Foster youth receive individualized case coordination and trauma-responsive mental health supports, prioritized for deployment at schools with historically high foster youth suspension rates. 3. Family Partnerships Collaborate with families to provide culturally responsive Tier II and Tier III behavioral health services, ensuring students receive the support they need to succeed. Family Engagement: Partner with families to co-develop behavioral support plans and ensure they are informed and involved in the process. Culturally Responsive Services: Provide behavioral health services that reflect the cultural and linguistic needs of students and families, with		

Action #	Title	Description	Total Funds	Contributing
		special attention to the home language and support needs of LTEL families. Community Resources: Connect families with external resources, such as counseling and mental health services, to address underlying issues. Equity Driver: Ensure equitable access to support and resources for families from historically underserved communities, including those with LTELs. METRICS: Reduction in suspensions by 0.3 percentage points (M1.E)		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Effective Communication and Literacy	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal has been renamed and updated in alignment with the San Diego Unified School District's newly adopted Board Goals (2025–2027). The content and services remain consistent with our previously approved LCAP structure but have been reorganized and clarified using user-friendly language to reflect community and board priorities.

San Diego Unified developed Goal 2: Advancing Literacy and Effective Communication to ensure every student builds strong reading, writing, and language skills that are foundational to academic success and lifelong learning. This goal aligns with the district's Student Outcomes Focused Governance (SOFG) priorities and the Board-adopted Goals and Guardrails, emphasizing equitable access to high-quality, standards-aligned literacy instruction. Through input gathered from educational partners—including students, families, teachers, and community members—literacy emerged as a top priority for improving student achievement and closing opportunity gaps. This goal supports efforts to ensure all learners, especially spotlight students, multilingual learners, and students with disabilities, can confidently comprehend, express, and engage with the world through effective communication.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M2.A	CAASPP ELA Distance From Standard (DFS) *Required by CDE (Priority 4)	All Students: 6.9 African American: -45.6 American Indian: -21.7 Asian: 58.7 Filipino: 44.2	All Students: 7.2 African American: -48.6 American Indian: -23.6		All Students: 15.9 African American: -27.6 American Indian: -3.7	All Students: +0.3% African American: -3.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: -33.2 Multiple Races: 38.6 Pacific Islander: -10.7 White: 54.7 English Learner: -61.8 Foster: -102.0 Homeless: -59.1 Economically Disadvantaged: -28.9 Students with Disabilities: -84.4 (Source: CA State Dashboard 2022/23)	Asian: 59.9 Filipino: 44.2 Hispanic: -33.3 Multiple Races: 40.4 Pacific Islander: -5.3 White: 55.1 English Learner: -62.4 Foster: -74.7 Homeless: -63.6 Economically Disadvantaged: -28.1 Students with Disabilities: -79.5 (Source: CA State Dashboard 2023-24)		Asian: 67.7 Filipino: 53.2 Hispanic: -15.2 Multiple Races: 47.6 Pacific Islander: -1.7 White: 63.7 English Learner: -43.8 Foster: -75.0 Homeless: -41.1 Economically Disadvantaged: -10.9 Students with Disabilities: -57.4	American Indian: -1.9% Asian: +1.2% Filipino: 0.0% Hispanic: -0.1% Multiple Races: +1.8% Pacific Islander: +5.4% White: +0.4% English Learner: -0.6% Foster: +27.3% Homeless: -4.5% Economically Disadvantaged: +0.8% Students with Disabilities: +4.9%
M2.B	Attendance Rate	All Students: 93.2% African American: 92.4% American Indian: 92.7% Asian: 95.8% Filipino: 95.0% Hispanic: 91.8% Multiple Races: 94.0% Pacific Islander: 91.5% White: 94.4% English Learner: 91.8% Foster: 89.5% Homeless: 89.9% Economically Disadvantaged: 92.4%	All Students: 93.3% African American: 92.8% American Indian: 92.6% Asian: 95.7% Filipino: 95.1% Hispanic: 92.0% Multiple Races: 93.8% Pacific Islander: 92.0% White: 94.5%		All Students: 95.2% African American: 94.4% American Indian: 94.7% Asian: 96.8% Filipino: 96.0% Hispanic: 94.8% Multiple Races: 95.0% Pacific Islander: 94.5% White: 95.4%	All Students: +0.1% African American: +0.4% American Indian: -0.1% Asian: -0.1% Filipino: +0.1% Hispanic: +0.2% Multiple Races: -0.2% Pacific Islander: +0.5% White: +0.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 90.8% (Source: Hoonuit, 5/22/2024)	English Learner: 92.6% Foster: 89.5% Homeless: 91.0% Economically Disadvantaged: 92.6% Students with Disabilities: 90.2% (Source: Hoonuit, 5/30/2025)		English Learner: 94.8% Foster: 92.5% Homeless: 92.9% Economically Disadvantaged: 94.4% Students with Disabilities: 93.8%	English Learner: +0.8% Foster: 0.0% Homeless: +1.1% Economically Disadvantaged: +0.2% Students with Disabilities: -0.6%
M2.C	English Learner Progress Indicator (ELPI) *Required by CDE (Priority 4)	49.8% (Source: CA State Dashboard 22/23)	49.5% (Source: CA State Dashboard 2023-24)		55.8%	-0.3%.
M2.D	Chronic Absenteeism *There will be an intentional focus on district Spotlight Students (TK–12 students who are farthest below the standard in English and Math, and High School students with the lowest grades as determined by their GPA). Where applicable, metrics and actions will specify 'Spotlight Students	All Students: 21.2% African American: 24.6% American Indian: 23.1% Asian: 9.9% Filipino: 13.0% Hispanic: 28.4% Multiple Races: 16.9% Pacific Islander: 30.2% White: 13.8% English Learner: 29.0% Foster: 35.7% Homeless: 35.8% Economically Disadvantaged: 25.6% Students with Disabilities: 31.3%	All Students: 19.1% African American: 22.7% American Indian: 21.9% Asian: 9.5% Filipino: 10.6% Hispanic: 25.8% Multiple Races: 15.5% Pacific Islander: 31.4% White: 12.0% English Learner: 25.1% Foster: 38.8%		All Students: 12.2% African American: 15.6% American Indian: 14.1% Asian: 5.0% Filipino: 5.0% Hispanic: 19.4% Multiple Races: 7.9% Pacific Islander: 21.2% White: 5.0% English Learner: 20.0% Foster: 26.7%	All Students: -2.1% African American: -1.9% American Indian: -1.2% Asian: -0.4% Filipino: -2.4% Hispanic: -2.6% Multiple Races: -1.4% Pacific Islander: +1.2% White: -1.8% English Learner: -3.9% Foster: +3.1% Homeless: -3.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(including UDP and SWD).	(Source: Hoonuit 5/22/2024)	Homeless: 32.8% Economically Disadvantaged: 24.2% Students with Disabilities: 28.7% (Source: Hoonuit, 5/30/2025)		Homeless: 26.8% Economically Disadvantaged: 16.6% Students with Disabilities: 22.3%	Economically Disadvantaged: -1.4% Students with Disabilities: -2.6%
M2.E	Schools with functional School Site Councils (SSCs)	Rosters: 69% Agendas/Minutes: 59% (Source: SPSA Dept.)	Rosters: 75% Agendas/Minutes: 71% (Source: SPSA Dept., 6/5/2025)		Rosters: 100% Agendas/Minutes: 100%	Rosters: +6.0% Agendas/Minutes: +12.0%
M2.F	Availability of standards aligned instructional materials *Required by CDE (Priority 1)	100%	100%		100%	Maintained
M2.G	Teachers are appropriately assigned and fully credentialed *Required by CDE (Priority 1)	Assigned: 96.4% Credentialed: 96.4% (Source: SARC)	Assigned: 96.8% Credentialed: 96.7% (Source: SARC)		Assigned: 100% Credentialed: 100%	Assigned: -3.2% Credentialed: -3.3%
M2.H	Access to a Broad Course of Study This metric reports the percentage of graduates in the combined	Student Group: % A-G - %CTE Pathway All Students 62.2% 32.9%	Student Group : % A-G %CTE Pathway All Students 61.2% 30.9%		Student Group % A-G %CTE All Students 67.2% 36.9%	Student Group: % A-G - %CTE Pathway All Students -1% -2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	graduation rate cohort who met the UC/CSU A-G requirements as well as those who completed at least one Career Technical Education (CTE) Pathway for the class of 2024. This metric reflects student access to a broad course of study aligned with postsecondary readiness and college/career opportunities. (Locally selected metric aligned to CA Education Code Section 51210 and 51220 and Priority 7 of the Local Control Funding Formula) *Required by CDE (Priority 2, 7)	African American 52.4% 27.4% American Indian * Asian 77.1% 47.6% Filipino 69.9% 34.2% Hispanic 47.7% 26.6% Pacific Islander 57.1% 22.9% White 81.6% 39.4% Two or More Races 74.6% 37.4% English Learners 28.7% 17.0% SED 53.2% 29.6% SWD 31.0% 18.6% Foster Students 30.0% 10.0% Homeless Students 36.5% 19.1% (Source: CDE School Dashboard Additional Reports & Data - 2023)	African American 49.5% 23.2% American Indian * * Asian 78.4% 41.6% Filipino 70.4% 29.1% Hispanic 48.2% 27.0% Pacific Islander 64.0% 24.0% White 78.2% 36.7% Two or More Races 68.4% English Learners 31.6% SED 29.8% 16.9% SWD 52.6% 27.6% Foster Students 32.8% 20.5% Homeless Students 15.2% 6.1% Homeless Students 33.8% 18.4% (Source: CDE School Dashboard Additional Reports & Data - 2024)		African American 54.5% 29.2% American Indian 51.9% * Asian 84.4% 47.6% Filipino 76.4% 35.1% Hispanic 54.2% 33.0% Pacific Islander 70.0% 30.0% White 84.2% 41.7% Two or More Races 74.4% English Learners 37.6% Long-Term EL 35.8% 22.9% SED 36.3% 23.8% SWD 58.6% 33.6% Foster Students 38.8% 26.5% Homeless Students 21.2% 12.1% Homeless Students 39.8% 24.4% (Source: CDE School Dashboard Additional Reports & Data)	African American -2.9% -4% American Indian * * Asian 1.3% -6% Filipino 0.5% -5% Hispanic 0.5% 0% Pacific Islander 6.9% 1% White -3.4% -3% Two or More Races -6.2% -6% English Learners 1.1% 0% SED -0.6% -2% SWD 1.8% 2% Foster Students -14.8% -4% Homeless Students -2.7% -1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M2.I	English Learner Reclassification Rate *Required by CDE (Priority 4)	15% (Source: MED - 2023)	14.5% (Source: MED - 2024 Summative ELPAC - 6/2/2025)		17%	-0.5%.
M2.J	All Elementary students, including unduplicated pupils and individuals with exceptional needs, participate in a broad course of study as measured by marks on report cards in all subject areas described in Section 51210 and subdivisions (a) to (i), inclusive of Section 51220, as applicable	100%	100%		100%	Maintained
M2.K	mClass Dibels8/Lectura (K-2)	N/A New metric will be used starting Effective August 2025	N/A will be used starting Aug. 2025			N/A - baseline will be set in the 25-26 school year.
M2.L	i-Ready (3-9)	N/A New metric will be used starting Effective August 2025	N/A will be used starting Aug. 2025			N/A - baseline will be set in the 25-26 school year.
M2.M	Attendance for family events, and percentage of parents who rate workshops as useful or highly useful (based on a Likert scale)	N/A New metric added to to used starting Aug. 2025	N/A will be used starting Aug. 2025			N/A - baseline will be set in the 25-26 school year.
M2.N	Opt-in rates for foundations-based report cards	New - baseline will be set in the 25-26 school year.	New - baseline will be set in the 25-26 school year.			N/A - baseline will be set in the 25-26 school year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2024-25]

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.

This goal has been renamed and updated in alignment with the San Diego Unified School District's newly adopted Board Goals (2025–2027). The content and services remain consistent with our previously approved LCAP structure but have been reorganized and clarified using user-friendly language to reflect community and board priorities.

Prior to this realignment, this goal focused on Broad and Challenging Curriculum which focused on, Professional Learning Communities (PLC), Universal Support, Chronic Absenteeism, Standards Based Curriculum - Literacy, Community Schools, Targeted Intervention Support.

LCAP Goal 2.1: Principals will focus on strengthening their Professional Learning Communities (PLCs) by increasing their use of data and identifying instructional implications to improve student achievement, especially for Spotlight students, including those with Individual Education Plans (IEPs) and multilingual learners.

LCAP Goal 2.2: Targeted support to strengthen universal Tier 1 instruction and provide equitable access to high-quality, universally designed academic, behavioral, and social-emotional curriculum that incorporates students’ strengths, areas of growth, cultural backgrounds, and language proficiencies.

LCAP Goal 2.3: Schools will increase student engagement by focusing on decreasing chronic absenteeism through the design of proactive systems of support for students and their families, with a specific focus on schools and student groups in the red indicator as identified by the California State Dashboard.

LCAP Goal 2.4: Students will be provided a standards-based curriculum and supplemental materials, incorporating evidence-based practices to enhance literacy and numeracy, with an intentional focus on multilingual learners, students with disabilities, and other Spotlight students

LCAP Goal 2.5:The Community School model will be adopted by designated sites in our highest needs communities, providing racially-just, culturally relevant, and innovative learning opportunities across all grade levels and classrooms that reflect the priorities identified in the school’s needs and assets assessment.

LCAP Goal 2.6: All schools will receive additional services supported by a supplemental Local Control Funding Formula (LCFF) allocation proportionate to the number of English Learners (EL), Foster Youth (FY) and Low Income (LI) students.

Throughout the 2024–2025 school year, San Diego Unified made strides in deepening instructional quality and equitable student support across all schools. We enhanced Professional Learning Communities (PLCs), leading to more data-informed decisions for Spotlight students including English Learners (ELs), Long Term English Learners (LTELs), and students with disabilities. Simultaneously, we strengthened universal Tier 1 instruction by integrating Universal Design for Learning (UDL) and piloting a new Social-Emotional Learning (SEL) curriculum, ensuring high-quality, culturally relevant experiences for everyone. To boost student engagement, schools focused on decreasing chronic absenteeism through proactive systems and family support, especially for our most at-risk student groups. We also ensured students received a standards-based curriculum with evidence-based literacy and numeracy practices, intentionally designed to meet the diverse needs of ELs, students with disabilities, and other Spotlight students.

A major highlight was the initiation of the transformative Community Schools model at designated sites in high-need communities, integrating student supports and deepening family engagement based on their unique needs. This effort was complemented by directly allocating additional LCFF supplemental funds to all schools, proportionate to their numbers of EL, Foster Youth, and Low Income students, empowering them to provide vital targeted interventions right where they're needed. While challenges like resource capacity and the extensive time needed for deep implementation persisted, our collective progress in fostering equitable outcomes and strengthening foundational supports for all students clearly demonstrates the district's unwavering commitment to its strategic vision.

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.

2024-25, the total increase for Goal 2 is \$12.6M or 5.2%. There is no significant change between the 2024-25 budgeted expenditures and the estimated actual expenditures for Goal 2. The net increase is mostly attributed to an increase in Extended Learning Opportunities.

In 2024, Goal 2 included both ELA and Math. For 2025, Math metrics and actions were moved to new Goal 3 to better focus instructional planning. Specifically, actions 2.4 from the 2023-2024 LCAP can be found in Goal 3 as actions 3.5. This caused a drop in total funding for Goal 2 from \$241M to \$55.5M. See Crosswalk Attachment for metric reassignments.

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

Goal 2: Advancing Literacy and Effective Communication

Action 2.1, 2.2, 2.4: Provide professional learning on evidence-based literacy practices across K–12.

Effectiveness Evaluation: This action was partially effective. According to feedback from LCRS site participants, and Academic Partners, educators and principals engaged in capacity-building efforts focused on evidence-based foundational literacy skills, and culturally responsive instruction. While professional learning reached targeted schools, and there has been partial curriculum coherence of Benchmark Advanced curriculum across the district, evidence of consistent classroom-level implementation and instructional shifts remains inconsistent. Educational partner input supports this action, especially the focus on affirming student identities in literacy instruction and the integration of foundational skills, and the need for full curriculum coherence. This action will be continued, with more structured follow-up on

implementation fidelity and school-based coaching in 2025–26, aiming to strengthen both consistent curriculum implementation and the application of evidence-based foundational literacy practices across all classrooms.

Action 2.3: Build capacity to use disaggregated literacy data to target supports.

Effectiveness Evaluation: This action was partially effective. Collaboration with the Data Insights team resulted in updated dashboards and training sessions, but the integration of this data into instructional planning is still emerging. Principals and teachers at spotlight schools reported increased awareness of data tools but expressed a need for more practical, job-embedded support.

Educational partner input confirms the importance of this action and suggests enhancing teacher training on interpreting and acting on student data. This action will be modified to provide more hands-on planning sessions and job-embedded supports aligned to iReady and Dibels8 data.

Action 2.5: Engaging with Families

Effectiveness Evaluation: We engaged families through Family Literacy Nights partnered with Project Ujima and Family Engagement Services, which focused on building positive literacy identities by highlighting the joy of reading and writing, and building home libraries. These events were well-received and fostered increased excitement and comfort with literacy among families. However, we recognize the need for deeper support aligned to literacy curriculum content. As a result, we are planning to expand our offerings next year to include more targeted, curriculum and standards-aligned resources, that will help families support student learning at home, particularly in the areas of reading fluency and comprehension strategies.

Educational partner input highlights families who participated in Family Literacy Nights shared positive feedback about the approachable, community-centered nature of the events. Many expressed interest in continued engagement and requested more structured support connected to what students are learning in the classroom. Moving forward, we must value varied engagement formats and respond to the need for resources in multiple languages to better reach all families.

Action 2.6: Culturally Responsive Literacy Support for High-Need Schools

Effectiveness Evaluation: Effectiveness Evaluation:

This action was partially effective. Schools with red-indicator sites began implementing standards-aligned ELA and ELD curricula with a greater emphasis on culturally responsive practices. Several high-UDP schools engaged in professional learning and coaching focused on integrating these practices into daily instruction. Some site teams initiated implementation of evidence-based practices from the district's Literacy Asset Mapping report, with a focus on collaborative planning and leveraging student linguistic assets. While there has been progress in raising awareness and initial uptake, consistent and deep implementation of these practices across all targeted schools remains an area for growth. Educational partner feedback underscored the importance of differentiated support and highlighted the need for more sustained professional development. Additionally, there is a need to better align professional learning with real-time CAASPP and ELPI data to ensure responsive instruction and measurable student outcomes.

Action 2.7: Increase English Learner Progress Indicator (ELPI) rate for Schools with Red performance on the California State Dashboard

Effectiveness Evaluation: Progress toward this goal has been partially effective. The district has provided students in grades K-12 with access to a California State Standards-aligned literacy curriculum, which represents a significant foundational step towards supporting consistent and rigorous instruction across classrooms. This initiative includes a particular focus on strategies to accelerate English Learner academic language development and literacy proficiency. While these efforts represent critical progress toward implementing high-quality

instructional materials, continued focus and refinement will be essential in fully addressing the needs of schools and student groups identified in the red indicator on the California Dashboard, particularly Long-Term English Learners.

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: Improving Literacy and Effective Communication

As part of San Diego Unified’s continued implementation of Student Outcomes Focused Governance (SOFG), the district has reframed and expanded its literacy goal under the new title: “Advancing Literacy and Effective Communication.” This change directly aligns with the Board of Education’s adopted Goals and Guardrails and centers literacy as a critical driver of student success, equity, and opportunity.

Through extensive engagement efforts—including surveys, the April 8, 2025, LCAP Community Engagement Session, and ongoing input from students, families, staff, and community members—educational partners clearly identified literacy as a top priority. Stakeholders expressed the need for greater coherence in literacy instruction, more equitable access to high-quality curriculum, and culturally responsive teaching practices that reflect students’ lived experiences.

In response, the district has updated this goal to emphasize not only reading proficiency but also communication, language development, and student agency. New and revised actions intentionally address disparities in access and outcomes through targeted supports, professional learning, curriculum alignment, and family engagement.

These changes ensure San Diego Unified’s literacy strategy is both responsive to community-identified needs and aligned with the Board’s long-term vision for improved student achievement.

Metrics retained:

mCLASS DIBELS 8/Lectura (Grades K–2)

i-Ready and DFS ELA metrics (Grades 3–11)

Metrics added:

Parent workshop satisfaction scores/Parent workshop attendance

Evidence of curriculum implementation via ILT/PLC agendas

LTEL reclassification rates and ELPI progress indicators

Educator access to curriculum

Feedback from principals and teachers

Metrics moved to Goal 3:

CAASP and the Fidelity Integrity Assessment

These strategic changes reflect San Diego Unified's dedication to advancing literacy outcomes through a whole-system approach. By integrating student voice, disaggregated data, and community feedback into every action, the district is ensuring every learner has equitable access to high-quality, relevant, and empowering literacy instruction.

There is a material difference in Goal 2 between the budgeted expenditures of \$243.3M in 2024-25 and \$55.1M in 2025-26, the decrease of \$188.2M is mostly attributed to the realignment of the Goal 2 from Board and Challenging Curriculum in 2024-25 to Advancing Literacy and Effective Communication in 2025-26. In 2025-26, Goal 2 has a targeted and more narrow focus. As such, many of the expenditures were realigned to Goal 1 and Goal 4 in the 2025-26 LCAP. Chronic Absenteeism action (formerly Action 2.3) and Community Schools (formerly Action 2.5) were realigned to Goal 1 Action 1.3. Math Curriculum and Development was realigned from Goal 2 to Goal 3 in the 2025-26 LCAP. History, Science and other Curriculum and Development were realigned to Goal 4 in the 2025-26 LCAP, as well as, Targeted Intervention Support (formerly Action 2.6) was realigned to Goal 4 Action 4.8.

In 2024, Goal 2 included both ELA and Math. For 2025, Math metrics and actions were moved to new Goal 3 to better focus instructional planning. This caused a drop in total funding for Goal 2 from \$241M to \$55.5M. See Crosswalk Attachment for metric reassignments. Actions 2.4 from the 2023-2024 LCAP can be found in Goal 3 as actions 3.5.

Implications for Implementation:

In 2025–26, Goal 2 focuses exclusively on literacy, allowing for more targeted instructional strategies, professional development, and assessment alignment. This represents a shift from the prior combined approach that included both ELA and Math. With literacy now its own goal, site leaders and instructional coaches will receive clearer expectations and resources aligned to ELA-specific priorities, including foundational skills (K–3), early intervention supports, and standards-aligned instruction.

The decrease in overall funding—from \$241M in 2024–25 to \$55.5M in 2025–26—is due to the realignment of math-related actions and resources to the newly created Goal 3. However, remaining investments have been refined to support high-leverage areas, particularly at schools serving high concentrations of English learners and students performing below grade level in reading.

This redesign allows for more focused monitoring of ELPI, ELA CAASPP results, and reclassification rates. It also improves coherence between the LCAP and SPSA planning cycles, especially in sites flagged with red performance levels on literacy indicators.

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	Development of Principal and Educator Leadership PreK-TK	By 2027, 80% of participating PreK–TK classrooms with high UDP enrollment will opt into the Foundations-Based Report Card model, using it to communicate student progress in early literacy and development. This adoption will reflect increased family understanding of and involvement in their child's literacy growth. Metric: M2.N – Opt-in rates for Foundations-Based Report Cards	\$3,984,148.00	No
2.2	Development of Principal and Educator Leadership K-12	22 Literacy Coach and Reading Specialists (LCRS) Grant schools, and two literacy cohorts (elementary and secondary) will participate in a trainer-of-trainers model to build capacity for implementing evidence-based literacy strategies in foundational skills (reading comprehension, phonemic awareness, phonics, fluency, and vocabulary). 100% of all participating schools will utilize a literacy plan with SMARTE goals to track progress and enhance literacy instruction. *This action is principally directed to unduplicated pupils (UDP), particularly English learners and socioeconomically disadvantaged students, by increasing access to high-quality, evidence-based literacy instruction through targeted professional learning. Principals, teacher leaders, and classroom teachers engage in sustained workshops, coaching, and collaborative planning grounded in culturally and linguistically affirming practices. Metrics: CAASPP ELA Distance from Standard (M2.A) mClass DIBELS8/Lectura (K–2) (M2.K) i-Ready Reading (Grades 3–9) (M2.L)	\$9,474,414.00	No

Action #	Title	Description	Total Funds	Contributing
2.3	Student-Centered Data Informed Decision Making	Build the capacity of educators and principals to interpret and act on literacy screening data, including dyslexia risk indicators. In partnership with the Data Insights and Systems Support Department, school leaders and teachers will use disaggregated data dashboards to identify students' instructional needs, monitor intervention progress, and tailor reading instruction to ensure every student receives targeted support that drives improved reading skills and outcomes. By Spring of 2026, 80% of K–2 teachers will administer the mClass DIBELS 8 and mClass Lectura assessments in the Fall, Winter, and Spring with fidelity, as measured by completion of required measures and adherence to assessment protocols to ensure that the resulting data can be reliably used to inform reading instruction and early interventions. By Spring of 2026, 80% of grades 3-9 teachers will administer the iReady Diagnostic assessment in the Fall, Winter, and Spring with fidelity, as measured by completion of required measures and adherence to assessment protocols to ensure that the resulting data can be reliably used to inform reading instruction and early interventions. In data collaboration meetings, support secondary principals in utilizing disaggregated data dashboards for monitoring spotlight student progress in literacy; in partnership with the Office of Graduation and the Data Insights Team. *This action is principally directed toward unduplicated pupils (UDP), including English learners and low-income students, who disproportionately experience early reading challenges. The dashboards disaggregate data by language proficiency, disability, race, and socioeconomic status to identify barriers and promote equitable outcomes. Metrics: CAASPP ELA DFS (M2.A), mClass DIBELS8/Lectura (K–2) (M2.K), i-Ready Reading (Grades 3–9) (M2.L)	\$5,052,771.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Literacy Curriculum Coherence and Use of Evidence-based Teaching Practices.	In PreK/TK, Early Learning will pilot the Desired Results Developmental Profile (DRDP) and modified progress reports to ensure developmentally appropriate, equity-focused measurement of learning, particularly for multilingual learners. The district will also explore culturally responsive curricular options to reflect the diverse backgrounds of young learners. In grades K–8, all students, including spotlight students, will receive instruction using comprehensive state-approved ELA curriculum, with targeted scaffolding and reteaching built into instructional planning for UDPs. These supports will include designated and integrated ELD strategies, small-group instruction, and embedded formative assessments, especially at schools with high English learner and socioeconomically disadvantaged enrollment. In high school (Grades 9–12), students will receive literacy instruction aligned to the California Common Core ELA/ELD standards. Training and support in decoding, fluency, and reading comprehension strategies across content areas will be provided to secondary educators (Grades 6-12), instructional leadership teams, and departments. *This action is principally directed toward unduplicated pupils (UDP), including English learners and low-income students, who disproportionately experience early reading challenges. The dashboards disaggregate data by language proficiency, disability, race, and socioeconomic status to identify barriers and promote equitable outcomes. Equity Driver: Spotlight students, including multilingual learners and students with disabilities, will receive targeted support through embedded curricular resources, such as enrichment, designated and integrated ELD, reteaching, and scaffolding. Metrics: CAASPP ELA DFS (M2.A) mClass DIBELS8/Lectura (K–2) (M2.K) i-Ready Reading (Grades 3–9) (M2.L)	\$10,810,119.00	No

Action #	Title	Description	Total Funds	Contributing
2.5	Engaging with Families	Family literacy workshops go beyond the core program by offering differentiated formats, such as in-person sessions, community events, and digital platforms, with all materials and instruction provided in multiple languages. These workshops help families understand reading assessments, practice evidence-based literacy skills at home, and use strategies that promote academic language at home. Through the School & Community Literacy Network, parents and educators co-design solutions to address site-level engagement challenges, share promising practices, and ensure that the voices of families from historically underserved groups are integrated into the district's literacy strategy. Equity Driver: Provide family engagement opportunities through multiple formats—such as digital platforms, community events, and in-person meetings- and ensure resources are available in multiple languages and modalities.*This action reduces chronic absenteeism for UDPs through culturally responsive family outreach teams, data-driven attendance case management, and tiered interventions at high-absence schools, especially those with foster youth and socioeconomically disadvantaged students. *This action is principally directed toward unduplicated pupils (UDP), including English learners and low-income students, who disproportionately experience early reading challenges. The dashboards disaggregate data by language proficiency, disability, race, and socioeconomic status to identify barriers and promote equitable outcomes. METRIC: Attendance for family events, and percentage of parents who rate workshops as useful or highly useful (based on a Likert scale)-M2.M	See Action 1.3	No
2.6	Culturally Responsive Literacy Support for High-Need Schools with Red performance on	*This action responds to student group and school performance identified as red in the 2023 California School Dashboard, including suspension (foster youth), academic progress (LTEs), and graduation (Garfield, ALBA).	\$3,981,206.00	Yes

Action #	Title	Description	Total Funds	Contributing
	the California State Dashboard *This is a required action in our LCAP. See Attachment: 2023 CA Dashboard RED indicators	This action is principally directed to unduplicated pupils (UDP), particularly English learners and foster youth, and responds to student group and school performance identified as red in the 2023 California School Dashboard, including academic progress (LTELs), suspension (foster youth), and graduation rates (Garfield, ALBA). All schools, with a specific focus on red-indicator sites, will implement a California State Standards-aligned English Language Arts (ELA) and English Language Development (ELD) curriculum that incorporates culturally responsive, linguistically affirming, and trauma-informed instructional practices. These supports extend beyond the core program through additional professional development, coaching, and network-level implementation planning, focusing on schools with high UDP enrollment. Each school will identify and implement at least one evidence-based practice from the district's Literacy Asset Mapping report, such as teacher collaboration, fostering student agency, or integrating linguistic assets. Professional learning is co-designed with site teams and tailored to local student data, including CAASPP and ELPI outcomes. Curriculum implementation is monitored with central office support, and its impact is tracked through multiple literacy data sources, disaggregated by student group, to ensure progress for UDPs. Metrics: CAASPP ELA DFS (M2.A) mClass DIBELS8/Lectura (K–2) (M2.K) i-Ready Reading (Grades 3–9) (M2.L)		
2.7	Increase English Learner Progress Indicator (ELPI) rate for Schools with Red performance on the California State Dashboard	This action improves services by increasing access to designated English Language Development (dELD) courses and embedding differentiated instruction through site-based coaching and targeted small-group interventions. LTELs receive enhanced supports, including academic language scaffolding in core subjects, aligned to ELD standards.	\$21,809,614.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Educator capacity is being expanded through training for 250 teachers in Guided Language Acquisition Design (GLAD) and Learning How English Works (LHEW), with a focus on schools with high English Language (EL) enrollment and Dashboard red performance. Implementation is being monitored through Summit-K12 formative assessment pilots and tracked using the English Learner Progress Indicator (M2.C) disaggregated by site and EL subgroup. This action is directly tied to the district's technical assistance plan, which focuses on LTEL academic growth and graduation outcomes. For English learners and LTELs, the action enhances integrated ELD instructional coaching and scaffolding strategies embedded in core content instruction. Progress is tracked through ELPI, reclassification rates, and site-level formative tools. METRIC: ELPI Rate (M2.C)		
2.8	LTEL Support	1. Increase English Learner Progress Indicator (ELPI) rate for all Long Term English Learners (LTELs). 2. Enroll Long Term English Learners in Designated English Language Development (dELD) course. 3. Implement targeted dELD instruction and support for all multilingual learners. 4. Train 250 educators in Guided Language Acquisition Design (GLAD) and Learning How English Works (LHEW) to enhance instruction for multilingual learners, including LTELs, incorporating differentiated strategies to support their academic language development and engagement in core subjects. 5. Pilot and analyze results from language proficiency formative tools (Summit-K12) to monitor student growth. METRIC: ELPI Rate (M2.C)	See Action 2.7	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Problem-Solving in Mathematics	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

San Diego Unified developed Goal 3: Problem-Solving in Mathematics to strengthen students' ability to think critically, reason quantitatively, and apply mathematical understanding to real-world problems. This goal aligns with the district's commitment to Student Outcomes Focused Governance (SOFG) and the Board of Education's Goals and Guardrails, which prioritize equitable academic achievement across all student groups. Feedback from educational partners—gathered through surveys, data reviews, and community engagement—consistently highlighted mathematics as a key area for growth. By focusing on problem-solving, identity development, and culturally responsive instruction, this goal ensures that all students, particularly those historically underserved, gain the confidence and skills needed to succeed in school, college, career, and life. Note: This is a new goal and the previous goal 3 is now included in goal 4.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M3.A	Growth on iReady (K–9)	NA To be measured starting 8/2025	NA To be measured starting 8/2025		NA To be measured starting 8/2025	NA To be measured starting 8/2025
M3.B	Attendance for family events, and percentage of parents who rate workshops as useful or highly useful	NA To be measured starting 8/2025	NA To be measured starting 8/2025		NA To be measured starting 8/2025	NA To be measured starting 8/2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M3.C	Educator access to curriculum, manipulatives, and professional learning	There is currently no access to adopted TK curriculum for mathematics	NA To be measured starting 8/2025		All PreK and TK students will have access to math curriculum	NA To be measured starting 8/2025
M3.D	CAASPP Math DFS (3–8, 11) *Required by CDE (Priority 4) *Previously was Metric for Goal 2.	All Students: -24.1 African American: -86.4 American Indian: -44.4 Asian: 47.5 Filipino: 9.5 Hispanic: -70.2 Multiple Races: 9.4 Pacific Islander: -59.1 White: 29.6 English Learner: -83.9 Foster: -134.0 Homeless: -93.3 Economically Disadvantaged: -63.8 Students with Disabilities: -110.3 (Source: CA State Dashboard 22/23)	All Students: -23.4 African American: -91.1 American Indian: -57.9 Asian: 47.2 Filipino: 7.3 Hispanic: -70.2 Multiple Races: 12.5 Pacific Islander: -54.9 White: 32.1 English Learner: -85.4 Foster: -109.4 Homeless: -102.5 Economically Disadvantaged: -63.1 Students with Disabilities: -105.5 (Source: CA State Dashboard 2023-24)		All Students: -6.1 African American: -59.4 American Indian: -26.4 Asian: 56.5 Filipino: 18.5 Hispanic: -52.2 Multiple Races: 18.4 Pacific Islander: -41.1 White: 38.6 English Learner: -65.9 Foster: -107.0 Homeless: -75.3 Economically Disadvantaged: -45.8 Students with Disabilities: -83.3	All Students: +0.7% African American: -4.7% American Indian: -13.5% Asian: -0.3% Filipino: -2.2% Hispanic: 0.0% Multiple Races: +3.1% Pacific Islander: +4.2% White: +2.5% English Learner: -1.5% Foster: +24.6% Homeless: -9.2% Economically Disadvantaged: +0.7% Students with Disabilities: +4.8%
M3.E	Access to curriculum aligned pacing guides	NA To be measured starting 8/2025. There are 3 curricula aligned pacing guides for current curriculum	NA To be measured starting 8/2025		There will be 13 curriculum aligned pacing guides, one per grade level	NA To be measured starting 8/2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M3.F	TK Classroom observation tool	NA To be measured starting 8/2025	NA To be measured starting 8/2025		NA To be measured starting 8/2025	NA To be measured starting 8/2025

Goal Analysis [2024-25]

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.

In alignment with the San Diego Unified School District's newly adopted Board Goals (2025–2027), this goal has been renamed and updated from last year's Goal 2, specifically Action 2.4 (Standards Based Curriculum). The content and services remain consistent with our previously approved LCAP. Although the goal to strengthen students' mathematical problem-solving abilities is newly introduced for the 2025–26 LCAP, foundational implementation efforts began during the 2024–25 school year. These include professional development focused on curriculum strategies embedded in the curriculum, preliminary use of district data tools, community-based family engagement events, and the adoption of a new elementary math curriculum. While professional development sessions led to progress in some schools—particularly in shifting toward inquiry-based instruction—there remains a need for more targeted support that integrates strategies embedded in the curriculum and beliefs about students' math potential. Family engagement efforts, such as math game nights, were positively received and built excitement around mathematics, but lacked direct alignment with classroom content. Feedback from families highlighted a desire for more structured, curriculum-connected resources, available in multiple languages and formats. The district ensured all secondary students had access to standards-aligned math curricula and completed the adoption process for new elementary materials, a key step in addressing gaps identified in the California Dashboard for high-need student groups. Early successes and challenges from this preparatory year will directly inform the full rollout of this goal in 2025–26, positioning the district to build coherence, deepen instructional capacity, and foster inclusive, high-quality math learning experiences for all students.

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.

2024-25, The total increase for Goal 3 is \$1.8M or 1.3%. There is no significant change between the 2024-25 budgeted expenditures and the estimated actual expenditures for Goal 3. The net increase is mostly attributed to an increase in targeted supports for CCI and Graduation.

In 2024, Goal 2 included both ELA and Math. For 2025, Math metrics and actions were moved to new Goal 3 to better focus instructional planning. This caused a drop in total funding for Goal 3 (former Graduation Goal) from \$140.9M to \$3.9M. With the development of the new Goal 3 for Mathematics, the 2024-25 actions for Goal 3 now align to Goal 4 in the 2025-26 LCAP. See Crosswalk Attachment for metric reassignments.

Action 3.1, 3.2, 3.4, 3.5: Deliver ongoing math professional development focused on curriculum, math practice standards and strategies embedded in the curriculum.

Effectiveness Evaluation: This action was partially effective. According to central office math leads and professional development attendance, some schools made strong progress shifting toward collaborative, problem based math instruction. SDUSD middle schools continue to implement the newly adopted curriculum and strategies. The elementary schools will implement a new adoption next year. There is a continued need for targeted PD that provides the curricular structures to improve problem based learning, strategies embedded in the curriculum, and develop a belief system about students' math potential.

Stakeholder input supports this action, particularly from teachers and site leaders seeking more content and culturally responsive math strategies. This action will be continued, with expanded support in 2025–26.

Action 3.3: Build capacity to analyze math data and adjust instruction.

Effectiveness Evaluation: This action was partially effective. District-developed dashboards and reports were used by some schools to track student growth on iReady and FAST, but there was limited evidence of this data leading to consistent instructional adjustments across sites. Teachers indicated a need for deeper understanding of how to group students based on math need and align interventions accordingly. Stakeholder input supports the action but also raises concerns about the usability and timing of the data. This action will be modified to include co-planning and data analysis protocols in ILT and PLC structures, that align to the district adopted curriculum and provide focused support for spotlight schools.

Action 3.6: Supporting parent engagement through workshops focused on pathways, math assessment results, and resources that support practicing fluency and problem solving at home.

Effectiveness Evaluation: This action was partially effective in the 2024–25 school year. We engaged families through math game nights, which focused on building positive math identities by highlighting the joy, fun, and interactive nature of mathematics. These events were well-received and fostered increased excitement and comfort with math among families. However, we recognize the need for deeper support aligned to curriculum content. As a result, we are planning to expand our offerings next year to include more targeted, curriculum-aligned resources that will help families support student learning at home, particularly in the areas of math fluency and problem solving.

Stakeholder input: Families who participated in game nights shared positive feedback about the approachable, community-centered nature of the events. Many expressed interest in continued engagement and requested more structured support connected to what students are learning in the classroom. Moving forward, we must value varied engagement formats and respond to the need for resources in multiple languages to better reach all families.

Action 3.7: Math - Red Indicator

Effectiveness Evaluation: Progress toward this goal has been effective. The district has provided students in grades 6–12 with access to a California State Standards-aligned mathematics curriculum, supporting consistent and rigorous instruction across secondary classrooms. In addition, the district completed the curriculum adoption process for elementary mathematics in grades TK–5, ensuring that all students will engage with a learner-centered curriculum that emphasizes problem solving and number fluency. These steps represent critical progress toward implementing high-quality instructional materials and addressing the needs of schools and student groups identified in the red indicator on the California Dashboard, particularly unhoused students and Long-Term English Learners.

Goal 3: Problem-Solving in Mathematics

Goal 3 is a newly created, standalone goal for Mathematics, reflecting the district's recognition that math proficiency demands distinct pedagogical and instructional responses. In the 2024–25 LCAP, math actions were embedded within a broader ELA/Math goal (previously Goal 2), limiting strategic visibility and site-level coherence.

San Diego Unified has renamed and strategically reframed this goal as “Problem-Solving in Mathematics” to reflect the district's commitment to deepening students' mathematical reasoning and agency. This refinement aligns with the Board of Education's Student Outcomes Focused Governance (SOFG) model and the district's adopted Goals and Guardrails, particularly in advancing equitable access to high-quality math instruction and meaningful student outcomes. This shift was guided by input from broad-based educational partners, gathered through surveys, data analyses, and the April 8, 2025, LCAP Community Engagement Session.

Educational partners consistently identified math achievement as a critical area for growth, emphasizing the need for instruction that builds student confidence, addresses identity and bias, and focuses on real-world problem-solving. The goal has therefore evolved to prioritize student-centered learning, mathematical discourse, and culturally relevant pedagogy to support learners who have been historically underserved.

The reframing of the math goal as “Problem-Solving in Mathematics” has not only clarified the district's instructional priorities but also strengthened implementation through a more focused and responsive set of more student-centered actions. This year's new actions support implementation in the following key ways:

- **Leadership Development:** By investing in principal and educator capacity-building, the district ensures that math leadership is distributed and instructional change is sustainable at the site level.
- **Data-Informed Instruction:** The emphasis on data literacy is to utilize assessment data to inform instructional decisions that meet the diverse needs of students.
- **Standards for Mathematical Practice (SMP):** Embedding the SMPs into classroom instruction promotes consistent student experiences with reasoning, discourse, and conceptual understanding.
- **Math Curriculum Coherence and Use of Instructional Strategies Embedded in the Curriculum:** Implementing adopted, standards-aligned curriculum across grade levels supports coherence, equity, and rigor in math learning.
- **Family Engagement:** By intentionally involving families in understanding math pathways, assessments and learning strategies embedded in the curriculum, the district builds stronger home-school partnerships that reinforce student learning.

Collectively, these new actions deepen implementation by operationalizing the district's commitment to equity, instructional quality, and

student agency in mathematics, particularly for students most impacted by opportunity gaps as identified on the California School Dashboard. The district aims to accelerate academic growth and close achievement gaps, especially among students identified with red indicators on the California School Dashboard (e.g., Long-Term English Learners, unhoused students).

Metrics:

Metrics retained:

CAASPP Math DFS (3–8, 11)

CA Dashboard metrics (Math) Average Distance from Standard) for Grades 3–8 and 11

Metrics added:

iReady for Grades K–9

Educator access to pacing guides

Educator access to curriculum, manipulatives, and professional learning

Family event attendance at workshops and rankings based on the percentage of parents who rate workshops as useful or highly useful

There is a material difference in Goal 3 between the budgeted expenditures of \$140.9M in 2024-25 and \$3.9M in 2025-26, the decrease of \$137.0M is mostly attributed to the realignment of the LCAP. In 2024-25, Goal 2 was Board and Challenging Curriculum, which had a broad focus. In 2025-26, to better align with the Board Goals, Goal 2 - Broad and Challenging Curriculum was split into two Goals: Goal 2, Advancing Literacy and Effective Communication, and Goal 3, Problem-Solving in Mathematics. The ELA and Math Goals in 2025-26 have a more targeted and narrow focus. As a result, many expenditures were realigned. The former Math actions in Goal 2 were realigned to Goal 3. Many of the former Goal 3 Actions in 2024-25 are now aligned to Goal 4 in 2025-26. The College and Career Preparedness Through a Meaningful Diploma was formerly Goal 3 in the 2024-25 Local Control Accountability Plan (LCAP) and is now the Expanding College, Career, and Life Readiness Goal 4 in the 2025-26 LCAP.

While the total allocation for Goal 3 begins at \$3.9 million, this is an initial investment targeted at strategic capacity-building. Resources previously focused on Goal 2 have now shifted to emphasize coherence in math interventions, assessment literacy, and integration with Multi-Tiered Systems of Support. Site-level math leads and instructional leadership teams will receive additional training and progress monitoring support.

Goal 3 is a new goal for the 2025-2026 school year, and our previous Goal 3 metrics and actions have been relabeled as Goal 4. Portions of the previous Goal 2, aligned to mathematics, have been shifted to create the new Goal 3, in alignment with SDUSD's new board goals and guardrails, as described above.

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	Access to Math Curriculum TK	By Fall 2025, all Transitional Kindergarten (TK) students will have access to a high-quality, developmentally appropriate mathematics curriculum designed to build foundational numeracy through hands-on, exploratory learning. Implementation will be monitored using a TK classroom observation tool at five identified schools. *This action is principally directed to unduplicated pupils (UDP), including English learners and low-income students, by prioritizing implementation at sites with high UDP enrollment. The curriculum goes beyond the core program by incorporating problem-based learning, concrete manipulatives, and culturally responsive instructional practices that strengthen early math understanding and language development. Metric: Educator access to curriculum, manipulatives, and professional learning – M3.C TK Classroom observation tool - M3.F	See Action 2.1	No
3.2	Development of Principal and Educator Leadership K-12	All TK-5 school sites will participate in a trainer-of-trainers model to build capacity for implementing the instructional strategies embedded in the district's adopted math curriculum. At least 60% of TK-5 teachers will be trained on the curriculum and embedded strategies at the beginning of the year, with site and Cluster Leads providing ongoing workshops to support implementation. Student outcomes will be monitored through growth on math assessments. *This action is principally directed to unduplicated pupils (UDP), particularly English learners and low-income students, by prioritizing implementation at schools with the highest need. The action goes beyond the core program by embedding equity-driven math professional learning focused on asset-based mindsets and math identity development to challenge implicit biases and shift beliefs about student math ability. Metrics: Growth on iReady (K–9) – M3.A CAASPP Math DFS (Grades 3–8, 11) – M3.D	See Action 2.2	No

Action #	Title	Description	Total Funds	Contributing
3.3	Student-Centered Data Informed Decision Making	Every student will experience more targeted math instruction as all school sites build educator capacity in data literacy and responsive instructional planning. With support from the Data Insights and Systems Support Department, teachers and leaders will use district dashboards to identify learning needs, group students, and adjust instruction based on real-time data. By Spring of 2026, 80% of grades 3-9 teachers will administer the iReady Math Diagnostic assessment in the Fall, Winter, and Spring with fidelity, as measured by completion of required measures and adherence to assessment protocols to ensure that the resulting data can be reliably used to inform math instruction and early interventions. *This action is principally directed to unduplicated pupils (UDP), with a focus on supporting schools serving high concentrations of English learners, foster youth, and low-income students. It goes beyond the core program by embedding real-time, disaggregated data tools and site-based decision-making structures to improve outcomes for historically underserved student groups. Equity Driver: Use disaggregated data—such as race, gender, language, disability status, and socioeconomic background—to identify student needs and promote equitable outcomes for all learners. Metrics: Growth on iReady (K–9) – M3.A CAASPP Math DFS (Grades 3–8, 11) – M3.D	See Action 2.3	No
3.4	Standards for Mathematical Practice	All students will engage in math classrooms where reasoning, problem solving, and mathematical discussions are part of daily instruction, aligned to the Standards for Mathematical Practice. To support this, teachers across all school sites will receive professional development and resources focused on lessons that promote deep thinking, explanation of ideas, and	\$406,413.00	No

Action #	Title	Description	Total Funds	Contributing
		collaborative dialogue. Success will be measured by growth on progress monitoring math assessments. *This action is principally directed to unduplicated pupils (UDP), with a focus on improving math instruction at schools serving high populations of English learners, low-income students, and foster youth. It goes beyond the core program by embedding professional learning that emphasizes culturally responsive teaching and instructional strategies designed to close opportunity gaps in mathematics. Equity Driver: Promote culturally relevant pedagogy that connects learning to students' lived experiences, identities, and communities. Metrics: Growth on iReady (K–9) – M3.A CAASPP Math DFS (Grades 3–8, 11) – M3.D		
3.5	Math Curriculum Coherence and Use of Instructional Strategies Embedded in the Curriculum	1. All TK students will have access to a district-adopted, developmentally appropriate math curriculum that emphasizes problem-based learning through exploration and hands-on activities. Teachers will be supported with aligned pacing guides to ensure consistent and equitable implementation across classrooms. Implementation will be monitored through the development of pacing guides and the TK observation tool at five identified sites. 2. All K–8 students will engage with a mathematics curriculum aligned to the California Common Core State Standards. Instruction will focus on problem-based learning, allowing students to explore mathematical ideas, collaborate with peers, and apply reasoning to real-world problems. Teachers will have access to district-developed pacing guides to support consistent instructional delivery. Implementation will be monitored through the availability of pacing guides and growth on progress monitoring assessments. *These actions are principally directed to unduplicated pupils (UDP), particularly multilingual learners and students with disabilities, by	\$2,100,000.00	No

Action #	Title	Description	Total Funds	Contributing
		prioritizing curriculum implementation and scaffolding at schools with high concentrations of UDPs. The supports go beyond the core program through embedded curricular strategies—including enrichment, reteaching, and scaffolding—ensuring that Spotlight students can fully access rigorous math content and demonstrate growth. Equity Driver: Spotlight students, including multilingual learners and students with disabilities, will receive targeted support through embedded curricular resources, such as enrichment, reteaching, and scaffolding. Metrics: Growth on iReady (K–9) – M3.A CAASPP Math DFS (Grades 3–8, 11) – M3.D Access to curriculum-aligned Pacing Guides – M3.E		
3.6	Engaging with Families	Students will be supported by families who are actively engaged in their learning through connections between school sites, parent advisory groups, and district leaders. Through Cluster Leads and Site Leads, all families will be offered at least one math-focused workshop designed to increase understanding of math pathways, assessment results, and strategies to support learning at home, such as fluency and word problem-solving techniques. Implementation will be measured by family attendance at workshops, and by the percentage of parents who rate the workshops as useful or highly useful through post-event feedback surveys. *This action is principally directed to unduplicated pupils (UDP), particularly English learners and low-income students, by prioritizing outreach and support at schools with high UDP enrollment. The action goes beyond the core program by offering family engagement opportunities in multiple formats (in-person, online, and community-based), with all materials available in families' home languages and in accessible modalities to remove participation barriers. Equity Driver: Provide family engagement opportunities through multiple formats such as digital platforms, community events, and in-person	See Action 1.3	No

Action #	Title	Description	Total Funds	Contributing
		meetings, and ensure resources are available in multiple languages and modalities. Metric: Family attendance at math workshops – M3.B		
3.7	Math - Red Indicator *This is a required action in our LCAP. See Chart at the end of this document: 2023 SDUSD Red Indicators on CA Dashboard.	This action responds to student group and school performance identified as red in the 2023 California School Dashboard, including suspension (foster youth), academic progress (LTEs), and graduation (Garfield, ALBA). All students, with a specific focus on schools and student groups identified as red on the California School Dashboard, particularly unhoused students and Long-Term English Learners, will be provided a California State Standards-aligned math curriculum that is learner-centered, with a focus on problem solving and number fluency. *This action is principally directed to unduplicated pupils (UDP), with implementation prioritized at schools serving high concentrations of foster youth, English learners, and low-income students. It goes beyond the core program by embedding site-based professional learning for staff to support culturally responsive curriculum implementation, data-informed differentiation, and instructional practices that address the needs of historically underserved students. Metrics: Growth on iReady (K–9) – M3.A CAASPP Math DFS (Grades 3–8, 11) – M3.D	\$1,382,552.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	College and Career Readiness: Expanding College, Career, and Life Readiness	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

San Diego Unified developed Goal 4: Expanding College, Career, and Life Readiness to ensure that all students are equipped with the knowledge, skills, and experiences necessary to thrive beyond high school. This goal reflects the district's commitment to Student Outcomes Focused Governance (SOFG) and aligns with Board-adopted Goals and Guardrails prioritizing equitable access to postsecondary opportunities. Input from students, families, educators, and community partners emphasized the need for more flexible, interest-driven pathways, including Career and Technical Education (CTE), dual enrollment, and personalized planning tools. By centering student identity, aspirations, and achievement, this goal aims to close opportunity gaps and support every student in successfully transitioning to college, career, and meaningful adult life.

Last year, these metrics and actions were under goal 3: Increasing College and Career Preparedness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M4.A	Graduation Rate *Required by CDE (Priority 4, 5)	All Students: 89.9% African American: 82.3% Asian: 93.9% Filipino: 95.1% Hispanic: 86.1% Multiple Races: 94.1% Pacific Islander: 88.6% White: 95.4% English Learner: 72.3%	All Students: 88.3% African American: 80.0% Asian: 94.1% Filipino: 93.9% Hispanic: 83.3% Multiple Races: 92.0%		All Students: 93.0% African American: 85.3% Asian: 95% Filipino: 95.1% Hispanic: 89.1% Multiple Races: 95.1%	All Students: -1.6% African American: -2.3% Asian: +0.2% Filipino: -1.2% Hispanic: -2.8% Multiple Races: -2.1% Pacific Islander: +3.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster: 55.0% Homeless: 78.0% Economically Disadvantaged: 87.5% Students with Disabilities: 67.2% (Source: DataQuest, 2022/23)	Pacific Islander: 92.0% White: 95.2% English Learner: 66.8% Foster: 35.3% Homeless: 74.5% Economically Disadvantaged: 84.9% Students with Disabilities: 67.7% (Source: DataQuest, 2023-24)		Pacific Islander: 91.6% White: 95.4% English Learner: 78.3% Foster: 64.0% Homeless: 84.0% Economically Disadvantaged: 90.5% Students with Disabilities: 76.2%	White: -0.2% English Learner: -5.5% Foster: -19.7% Homeless: -3.5% Economically Disadvantaged: -2.6% Students with Disabilities: +0.5%
M4.B	College Career Indicator (CCI)	All Students: 59.9% African American: 43.8% Asian: 79.5% Filipino: 75.1% Hispanic: 44.5% Multiple Races: 72.0% Pacific Islander: 42.9% White: 78.9% English Learner: 20.8% Foster: 15.0% Homeless: 31.6% Economically Disadvantaged: 50.6% Students with Disabilities: 23.8% (Source: CA State Dashboard 2022/23)	All Students: 62.9% African American: 47.4% Asian: 82.4% Filipino: 79.6% Hispanic: 48.7% Multiple Races: 72.6% Pacific Islander: 64% White: 79.4% English Learner: 28.7% Foster: 18.2% Homeless: 34.8% Economically Disadvantaged: 54.2%		Increase the 9th - 12th grade Spotlight Student cohorts' On Track completion of a-g course requirements with a grade of C or higher as measured by California Department of Education (CDE) from 24.7% in Spring 2023 to 27.7% by August 2025. Increase the 10th - 12th Spotlight	All Students: +3.0% African American: +3.6% Asian: +2.9% Filipino: +4.5% Hispanic: +4.2% Multiple Races: +0.6% Pacific Islander: +21.1% White: +0.5% English Learner: +7.9% Foster: +3.2% Homeless: +3.2% Economically Disadvantaged: +3.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Students with Disabilities: 31.9% (Source: CA State Dashboard 2023-24)		Student cohorts' completion of at least one (1) CTE pathway with a grade of C or higher in the capstone course as measured by California Department of Education (CDE) from 21.4% in Spring 2023 to 24.4% by August 2025. Increase the 10th-12th Spotlight Student cohorts' completion of at least two or more community college courses earning a C or higher as measured by California Department of Education (CDE) from 7% in Spring 2023 to 10% by August 2025.	Students with Disabilities: +8.1%
M4.C	D&F Rate	All: 13.78% Grade 6: 10.01% Grade 7: 13.11% Grade 8: 13.51% Grade 9 19.46%	All: 12.5% Grade 6: 8.9% Grade 7: 11.7% Grade 8: 12.1% Grade 9 18.6%		All: 10.78% Grade 6: 7.01% Grade 7: 10.11% Grade 8: 10.51% Grade 9: 15.96%	All: -1.28% Grade 6: -1.11% Grade 7: -1.41% Grade 8: -1.41% Grade 9: -0.86%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 10: 16.37% Grade 11: 14.53% Grade 12: 8.14% (Source: PowerSchool 2023/24)	Grade 10: 14.9% Grade 11: 11.7% Grade 12: 8.4% (Source: PowerSchool 2024-25)		Grade 10: 13.37% Grade 11: 11.53% Grade 12: 5.14%	Grade 10: -1.47% Grade 11: -2.83% Grade 12: +0.26%
M4.D	Spotlight Student a-g Completion Rate *There will be an intentional focus on district high school Spotlight Students with the lowest grades as determined by their GPA). Where applicable, metrics and actions will specify Spotlight Students, inclusive of UDP and SWD).	22.5% Source: Local Data 08/2023)	24.7% (Source: Local Data 05/2024)		33.7%	N/A - Data available after July 1, 2025
M4.E	Spotlight Student - CTE pathway with grade c or higher	16.5% Source: Local Data 08/2023)	21.4% (Source: Local Data 05/2024)		30.4%	N/A - Data available after July 1, 2025
M4.F	Spotlight Student - 2 or more community college courses	5.4% (Source: Local Data 08/2023)	7% (Source: Local Data 05/2024)		16%	N/A - Data available after July 1, 2025
M4.G	Attendance (Middle & High)	All: 93.4 % African American: 92.1%	All: 93.9% African American: 92.9%		All: 95.2% African American: 94.1%	All: +0.50% African American: +0.80%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	*Required by CDE (Priority 5)	American Indian or Alaska Native: 92.6% Asian: 96.2% Filipino: 95.8% Hispanic or Latino: 92.0% Pacific Islander: 92.2% White: 94.3% Two or More Races: 94.1% English Learner: 90.9% Foster Youth: 85.4% Homeless Youth: 89.8% Students with Disabilities: 90.3% Socioeconomically Disadvantaged: 92.3% (Source: Hoonuit, 5/22/2024)	American Indian or Alaska Native: 93.4% Asian: 96.4% Filipino: 96.1% Hispanic or Latino: 92.6% Pacific Islander: 92.7% White: 94.7% Two or More Races: 94.4% English Learner: 92.4% Foster Youth: 87.0% Homeless Youth: 91.0% Students with Disabilities: 91.1% Socioeconomically Disadvantaged: 92.8% (Source: Hoonuit, 5/30/2025)		American Indian or Alaska Native: 94.6% Asian: 97.2% Filipino: 96.8% Hispanic or Latino: 95.0% Pacific Islander: 95.2% White: 95.1% Two or More Races: 96.1% English Learner: 93.9% Foster Youth: 88.4% Homeless Youth: 92.8 % Students with Disabilities: 93.3% Socioeconomically Disadvantaged: 95.3%	American Indian or Alaska Native: +0.80% Asian: +0.20% Filipino: +0.30% Hispanic or Latino: +0.60% Pacific Islander: +0.50% White: +0.40% Two or More Races: +0.30% English Learner: +1.50% Foster Youth: +1.60% Homeless Youth: +1.20% Students with Disabilities: +0.80% Socioeconomically Disadvantaged: +0.50%
M4.H	Early Assessment Program (EAP) *Required by CDE (Priority 4)	ELA: 31.8% Math: 15.4% (Source: CAASPP website - 2022-23)	ELA: 29.4% Math: 14.6% (Source: CAASPP website 2023-24)		ELA: 35% Math: 21%	ELA: -2.40% Math: -0.80%
M4.I	Middle School Dropout Rate	0.001%	0.07%		0%	+0.069%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	*Required by CDE (Priority 5)	(Source: PowerSchool 2022-23)	(Source: PowerSchool 2023-24)			
M4.J	Advanced Placement Participation	All: 40% African American: 25% American Indian or Alaska Native: 32% Asian: 62% Filipino: 45% Hispanic or Latino: 28% Pacific Islander: 24% White: 54% Two or More Races: 46% English Learners: 7% Foster Youth: 11% Homeless Youth: 20% Students with Disabilities: 11% Socioeconomically Disadvantaged: 31% (Source: Local Data 2022/23)	All: 40% African American: 24% American Indian or Alaska Native: 28% Asian: 65% Filipino: 44% Hispanic or Latino: 27% Pacific Islander: 18% White: 54% Two or More Races: 46% English Learners: 9% Foster Youth: 7% Homeless Youth: 20% Students with Disabilities: 11% Socioeconomically Disadvantaged: 30% (Source: Local Data 2023-24)		All: 43% African American: 31% American Indian or Alaska Native: 38% Asian: 65% Filipino: 48% Hispanic or Latino: 34% Pacific Islander: 30% White: 57% Two or More Races: 49% English Learners: 16% Foster Youth: 20% Homeless Youth: 26% Students with Disabilities: 20% Socioeconomically Disadvantaged: 37%	All: 0.00% African American: -1.00% American Indian or Alaska Native: -4.00% Asian: +3.00% Filipino: -1.00% Hispanic or Latino: -1.00% Pacific Islander: -6.00% White: 0.00% Two or More Races: 0.00% English Learners: +2.00% Foster Youth: -4.00% Homeless Youth: 0.00% Students with Disabilities: 0.00% Socioeconomically Disadvantaged: -1.00%
M4.K	Advanced Placement Pass Rate	All: 71% African American: 42%	All: 72% African American: 38%		All: 76% African American: 52%	All: +1.00% African American: -4.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	*Required by CDE (Priority 4)	American Indian or Alaska Native: 85% Asian: 75% Filipino: 59% Hispanic or Latino: 56% Pacific Islander: 53% White: 75% Two or More Races: 73% English Learners: 38% Foster Youth: N/A Homeless Youth: 47% Students with Disabilities: 44% Socioeconomically Disadvantaged: 57% (Source: Local Data 2022/23)	American Indian or Alaska Native: 100% Asian: 77% Filipino: 69% Hispanic or Latino: 59% Pacific Islander: 22% White: 79% Two or More Races: 78% English Learners: 37% Foster Youth: N/A Homeless Youth: 49% Students with Disabilities: 49% Socioeconomically Disadvantaged: 61% (Source: Local Data 2023-24)		American Indian or Alaska Native: 88% Asian: 79% Filipino: 66% Hispanic or Latino: 63% Pacific Islander: 61% White: 79% Two or More Races: 78% English Learners: 48% Foster Youth: N/A Homeless Youth: 56% Students with Disabilities: 53% Socioeconomically Disadvantaged: 64%	American Indian or Alaska Native: +15.00% Asian: +2.00% Filipino: +10.00% Hispanic or Latino: +3.00% Pacific Islander: -31.00% White: +4.00% Two or More Races: +5.00% English Learners: -1.00% Foster Youth: N/A Homeless Youth: +2.00% Students with Disabilities: +5.00% Socioeconomically Disadvantaged: +4.00%
M4.L	UC a-g *Required by CDE	All: 69.8% African American: 64.1% American Indian or Alaska Native: (N<11) Asian: 82.9% Filipino: 73.5% Hispanic or Latino: 56.3% Pacific Islander: 64.5%	All: 69.3% African American: 61.9% American Indian or Alaska Native: (N<11) Asian: 83.6% Filipino: 74.8% Hispanic or Latino: 57.7%		All: 72.8% African American: 70.1% American Indian or Alaska Native: (N<11) Asian: 85.9% Filipino: 76.5% Hispanic or Latino: 65.3%	All: -0.5% African American: -2.2% American Indian or Alaska Native: Not available (N<11) Asian: +0.7% Filipino: +1.3% Hispanic or Latino: +1.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White: 85.5% Two or More Races: 79.6% English Learners: 41.4% Foster Youth: 54.5% Homeless Youth: 48.1% Students with Disabilities: 46.2% Socioeconomically Disadvantaged: 61.6% (Source: DataQuest, 2022/23)	Pacific Islander: 69.6% White: 82.2% Two or More Races: 74.3% English Learners: 44.4% Foster Youth: 41.7% Homeless Youth: 45.4% Students with Disabilities: 47.8% Socioeconomically Disadvantaged: 61.9% (Source: DataQuest, 2023-24)		Pacific Islander: 70.5% White: 88.5% Two or More Races: 82.6% English Learners: 50.4% Foster Youth: 63.5% Homeless Youth: 57.1% Students with Disabilities: 55.2% Socioeconomically Disadvantaged: 67.6%	Pacific Islander: +5.1% White: -3.3% Two or More Races: -5.3% English Learners: +3.0% Foster Youth: -12.8% Homeless Youth: -2.7% Students with Disabilities: +1.6% Socioeconomically Disadvantaged: +0.3%
M4.M	High School Dropout Rate *Required by CDE (Priority 5)	All: 4.1% African American: 8.2% American Indian or Alaska Native: (N<11) Asian: 2.8% Filipino: 0.7% Hispanic or Latino: 5.7% Pacific Islander: 8.6% White: 1.7% Two or More Races: 2.7% English Learners: 12.5% Foster Youth: 36.8%	All: 3.2% African American: 6.3% American Indian or Alaska Native: (N<11) Asian: 1.5% Filipino: 0.9% Hispanic or Latino: 4.3% Pacific Islander: 8.0% White: 1.5% Two or More Races: 2.4%		All: 2.7% African American: 6.2% American Indian or Alaska Native: (N<11) Asian: 1.8% Filipino: 0.7% Hispanic or Latino: 3.7% Pacific Islander: 6.6% White: 1.2% Two or More Races: 1.7%	All: -0.9% African American: -1.9% American Indian or Alaska Native: (N<11) Asian: -1.3% Filipino: +0.2% Hispanic or Latino: -1.4% Pacific Islander: -0.6% White: -0.2% Two or More Races: -0.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless Youth: 11.3% Students with Disabilities: 9.1% Socioeconomically Disadvantaged: 5.3% (Source: DataQuest 2022/23)	English Learners: 9.2% Foster Youth: 29.4% Homeless Youth: 9.3% Students with Disabilities: 6.7% Socioeconomically Disadvantaged: 4.0% (Source: DataQuest 2023-24)		English Learners: 9.5% Foster Youth: 33.8% Homeless Youth: 9.3% Students with Disabilities: 7.1% Socioeconomically Disadvantaged: 3.3%	English Learners: -3.3% Foster Youth: -7.4% Homeless Youth: -2.0% Students with Disabilities: -2.4% Socioeconomically Disadvantaged: -1.3%
M4.N	Career Technical Education (CTE) course sequence completion. A CTE completer has passed a minimum of 2 full years of coursework. *Required by CDE	27.4% Source: Local Data 2022-23)	30.9% (Source: Local Data 2023-24)		33.4%	+6%
M4.O	Cohort Graduates completing UC/CSU a-g and CTE sequence *Required by CDE (Priority 4)	All: 30.1% African American: 27.3% American Indian or Alaska Native: (N<11) Asian: 45.1% Filipino: 29.8% Hispanic or Latino: 22.8% Pacific Islander: 19.4%	All: 28.0% African American: 24.8% American Indian or Alaska Native: (N<11) Asian: 39.9% Filipino: 24.9% Hispanic or Latino: 23.0%		All: 32.0% African American: 31% American Indian or Alaska Native: (N<11) Asian: 43% Filipino: 31% Hispanic or Latino: 29%	All: -2.1% African American: -2.5% American Indian or Alaska Native: (N<11) Asian: -5.2% Filipino: -4.9% Hispanic or Latino: +0.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White: 36.2% Two or More Races: 33.9% English Learners: 15.3% Foster Youth: 18.2% Homeless Youth: 16.9% Students with Disabilities: 17.3% Socioeconomically Disadvantaged: 25.9% Source: Local Data 2022-23)	Pacific Islander: 21.7% White: 33.4% Two or More Races: 27.8% English Learners: 17.6% Foster Youth: 16.7% Homeless Youth: 15.8% Students with Disabilities: 19.2% Socioeconomically Disadvantaged: 24.3% (Source: Local Data 2023-24)		Pacific Islander: 28% White: 36% Two or More Races: 34% English Learners: 27% Foster Youth: 26% Homeless Youth: 25% Students with Disabilities: 28% Socioeconomically Disadvantaged: 30%	Pacific Islander: +2.3% White: -2.8% Two or More Races: -6.1% English Learners: +2.3% Foster Youth: -1.5% Homeless Youth: -1.1% Students with Disabilities: +1.9% Socioeconomically Disadvantaged: -1.6%

Goal Analysis [2024-25]

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.

In alignment with the San Diego Unified School District's newly adopted Board Goals (2025–2027), this goal has been renamed and updated. The content and services remain consistent with our previously approved LCAP structure, but have been reorganized and clarified using user-friendly language to reflect community and board priorities. Last year these metrics and actions were under goal 3: Increasing College and Career Preparedness. Prior to this realignment, this goal focused on Increasing College and Career Preparedness which included Meaningful Diploma (prior LCAP 3.1, and 3.1.a) , Future Ready, academic performance- (Prior LCAP 3.2 and 3.2.a) and Belonging and Connectedness (prior LCAP 3.3). The goals are continuing and there are not any substantive differences other than the Goal switching from 3 to 4.

Meaningful Diploma:

Our district's effort to design a meaningful diploma and align our policies and practices to meet student needs are part of a broader initiative

aimed at improving student outcomes and strengthening high school pathway programs. Since October 2022, the Designing for Meaningful Graduation workgroup has focused on identifying inequitable patterns in student experiences and outcomes related to graduation. On January 28, 2025, the board took action on diploma pathways.

Ethnic Studies is creating an American Government and Principles of Economic course for 12th grade to make the diploma more meaningful. The personal finance component is being strengthened throughout.

-A financial literacy CTE course is currently being piloted.

Ethnic Studies YPAR (Youth Participatory Action Research) collective: Professional Development for a cohort of teachers to implement YPAR in Ethnic Studies courses to increase the number of students who will meet the criteria for the state seal of civic engagement.

1. Met with partner United Health MindIgnite to schedule presentations with health care professionals in grades 4th-12th (Sept-Nov) - Alcott Elem, Angier Elem, Balboa Elem, Central Elem, Cherokee Elem, Chesterton Elem, Fletcher Elem, Hamilton Elem, Pacific View ES, Pershing Middle, Rolando Park Elem

Increased elementary foundational arts/VAPA education and supplementary experiences in all arts disciplines; Expanded VAPA pathways and courses offerings, direct interaction with professionals in arts careers through participation in district-wide events, additional 11 arts FTE increased at elementary and 10 arts FTE increase at secondary via Arts and Music in Schools (AMS) funds. All support vertical articulation for graduation requirements.

Secured grant from Northrop Grumman to offer Title I Elementary CTE Engineering/Robotics/CS experiences (Nov-April)

The annual assessment of available space in each high school to offer diploma pathways is 55% complete. Instructional Facilities Planning Dept. completed 55% of the educational space utilization. The geographic assessment of student enrollment into high school locations is complete for 2024-25.

CTE held Xello training for counselors (elementary-HS) and HS teachers on January 28 & 29th. Total of 120 participants.\

Every SDUSD created Ethnic Studies course begins with a unit on identity and explores social identity markers such as race, gender, ethnicity and its relationship to power, privilege and oppression. Working to create an 8th grade ES course for US history.

Need to continue developing a comprehensive plan to integrate Ethnic Studies in elementary and middle school.

Need to continue developing a comprehensive plan to integrate Ethnic Studies in all content areas.

Need to develop a comprehensive plan to support principals in developing and supporting site-based ethnic studies integration and implementation.

2. Established agreement with Abre for data insights and dashboard creation for CTE students to provide up-to-date information on academic progress, course requirements, college and career preparedness

3. Introduced the articulation tool to all high schools through in-person and virtual meetings. Informed schools that the articulation process (course requests) opens October 22, 2024 and that sites need to create an articulation plan/schedule by September 27, 2024 and submit to the Office of Graduation.

4. CCTE holding "College Nights" for local 4 year colleges (8/14 -SDSU - 534 participants 8/21- USD - 160 participants, 8/28 Pt. Loma- 96 participants, 9/4 San Marcos - 130 participants - ,9/11- UCSD - 447 participants, 10/2 San Marcos - 88 participants 10/3- San Marcos Day - 300 students - 10/24) and holding "Promise Nights"(12/11- 60 families,1/14- 91 families ,2/11)

Xello Night - 8/7/24- 443 participants - families.

10/25- Xello,CBE and College Apps- Henry - 95 participants

11/6 Xello training at Standley Middle - 60 participants

Future Ready:

1. Online Learning Department prioritized online learning dual enrollment for credit recovery

Provided local control with online enrollment and credit recovery access.

- Trained high school counselors and site techs to build Edgenuity sections, enroll students and prioritize credit recovery
- Online Learning Department will continue to manage access and train staff for online curriculum (Edgenuity)

2. - Revamped Independent Study application and process to align with quarterly enrollment to support earning credits. Shared process with Counselors and Principals.

- Updated Online Learning Department Website to attract and inform families about Online Learning Dual Enrollment and Independent Study options
- Streamlined communication for school sites and families about independent, self-paced environments and students this can serve

Added Wangenheim to Independent Study, Middle School list

Offering first-time math and/or Spanish credit at 4 middle schools (Innovation, Marshal, Challenger, Wangenheim)

Scheduled recruitment efforts utilizing current families as partners

Tracked student success data for credit recovery and initial credit and shared with high school principals and counselors

Tracked student success data for independent study program and began conversations of enrollment criteria

Began discussions with 3 high school principals about utilizing Independent Study to support students' credit continuity (Ex, ALBA, Lincoln, Hoover)

Revised scope of work for Online Learning Curriculum (Edgenuity) to include SDUSD middle schools and extensive support needs and social-emotional learning

3.2.3 Extended Learning Opportunities in partnership with counseling and guidance and the Office of Graduation is currently enrolling and tagging high school students with a D or F in core classes into Summer 2025 Credit Recovery courses to recover up to 4 credits during the Summer session.

4.Engaged with Independent Study families about CCAP Dual enrollment for 11th and 12 grade years beginning in 2026-2027

5. Extended Learning Opportunities in partnership with counseling and guidance and the Office of Graduation is currently enrolling and

tagging high school students with a D or F in core classes into Summer 2025 Credit Recovery courses to recover up to 4 credits during the Summer session.

6. CCTE is working directly with school sites to make sure they have the updated information they need to present pathway programing, CCAP information & CBE information at their articulation meetings that host with parents/families. Working with sites to address the disproportionality gaps in regards to enrollment with CCTE pathway classes by reviewing data & coming up with action plans & next steps.

CCTE will host an annual showcase community event in which all partners have access to view & engage with students & staff in regards to the pathway programs and Dual Enrollment/CBE opportunities at all school sites.

Belonging and Connectedness:

1. The district Maintained GSA (Genders and Sexualities Alliance) network, BSU (Black Student Union), APIDA (Asian Pacific Islander Desi American) Clubs, and additional Affinity Student Groups throughout the SDUSD to create and maintain safe, affirming spaces for youth

- Affinity clubs/groups (Rainbow, GSA, BSU, APIDA, M.E.Ch.A)

- GSA Newsletter sent ocne - twice per month to advisors, students, parents

- GSA Advisor Google Classroom

- Frequent visits by Office of Youth Advocacy

Supporting club Youth Participatory Action Research work

- Field Trip Support

- Student Led Flag Raising Events

- Leadership Conferences and events (already had M.E.Ch.A. Day, GSA Conference this semester, and planning BSU Conference, APIDA day for next semester)

- Supporting Club Rush and Health Fairs

Leadership/Empowerment Student Opportunities:

- SD MET Student Internship

- Students with IEPs- Internships through the Transitional Partnership Program/Workability Partnership Program

- LGBTQIA+ Student Advisory Group (Meeting regularly)

- BSU Coalition (relaunching in the new year)

- APIDA Coalition (Just launched and had 1st meeting)

- Environmental Literacy Taskforce

- SDUSD Student Equity Ambassadors- meets multiple times per month & working on goals/initiatives in SDUSD

- Student led flag events (LGBTQIA+, Black History Month, Latine/x Heritage Month, APIDA Month, Pride Month, Juneteenth)

Ally Action Bullying Prevention Student Training and Leadership at 20 SDUSD school sites

College Corps Fellow work supporting GSA's and APIDA clubs

- APIDA Student Advisory Board (inaugural year!)

- Supporting multiple GSAs weekly in-person

Expanded VAPA courses offerings based on student interests and academic needs (e.g., Artivism, Mariachi, Rock Band, Ukulele, Music Composition, Foundations of Theatre ELD)

2. Electronic survey was designed and administered to fall high school student athletes at the end of the fall season

3. Social Media Content as discussed with Student Board Members, Student Advisory Board, and Student Engagement Team: internships, scholarships, FAFSA/CADAA, leadership programs, student org applications, district events

- Promotion of SAB applications and collaboration with @sandiegounified instagram

- Higher engagement with HS ASBs- promote opportunities (internships, scholarships, district events, etc) via instagram, tag HS ASBs and they repost for students at their schools

- Creation of the Student Engagement Team- students guiding the direction of the sdusdstudents social media, newsletter, and promotion strategies

- VAPA Department communications, including staff and community e-newsletters, websites, social media, news releases, fliers, and public events.

- Department of Online Learning created parent accounts that receive daily student progress updates for all students enrolled in Independent Study, online curriculum.

4. On track to pilot with two willing middle school sites during the spring season

- Continue to offer three seasons (Fall, Winter, Spring) sports at Middle Schools.

5. The first cluster informative session for families will occur in May 2025 and then during summer 2025.

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.

2024-25, the total decrease for Goal 4 is -\$0.1M or -1.5%. There is no significant change between the 2024-25 budgeted expenditures and the estimated actual expenditures for Goal 4. However, the decrease is mostly attributed to partial position vacancy savings.

In 2024, Goal 4 was the Equity Multiplier Goal. For 2025, Graduation metrics and actions were moved to new Goal 4 to better focus instructional planning. This caused an increase in total funding for Goal 4 from \$3.4M to \$261.7M. See Crosswalk Attachment for metric reassignments.

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

Action 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.15, 4.1.16, 4.1.7, 4.1.8, 4.1.9: Expand access to meaningful diploma pathways aligned with student interests (e.g., CTE, VAPA, AP/IB, Ethnic Studies). Effectiveness Evaluation: This action was partially effective. According to mid-year data and feedback from high school site teams, efforts to expand course options and align graduation pathways with student interests are underway, including the implementation of new Ethnic Studies and CTE offerings. However, awareness and equitable access to these

pathways vary by school, particularly for students from historically underserved groups. Stakeholder input supports this action, especially from student equity ambassadors and site counselors who see value in connecting student identity to academic choices. This action will be continued, with additional emphasis on tracking enrollment in pathway courses and increasing access at underrepresented campuses. According to local progress monitoring and data from the Summer Melt initiative, outreach to students and families increased, and personalized advising was implemented in some clusters. While communication about A-G and postsecondary planning improved, data shows persistent gaps in A-G completion for spotlight groups, especially English learners and students with disabilities. Stakeholder input raises concerns about consistency of support and access to advanced coursework for spotlight students. This action will be modified by expanding early tracking systems and ensuring students are assigned to counselors with explicit focus on A-G and postsecondary pathways.

Action 4.2, 4.3: Financial Literacy. Effectiveness Evaluation: This action was partially effective. While we piloted in three schools, we will continue to expand and refine the courses offered and provide opportunities for students to learn about financial literacy.

Action 4.4.1, 4.4.2: Future Ready: Effectiveness Evaluation: This action was partially effective. Data indicated an upward trend in graduation rates among targeted student groups, suggesting the redesigned diploma pathway is yielding positive results. The increase in a-g course enrollment and completion rates demonstrates improved access and placement for underserved student. Initial outcomes show that credit recovery participation is contributing to re-engagement of students at risk of not graduating. Feedback from families and students suggests that communication around diploma options has become clearer and more accessible, but more communication and learning is needed. Additionally, high transcript audit completion rates at red-indicator sites suggest strong fidelity to implementation goals, but more focus will occur during the 25-26 school year. Additional evaluation can be found in 4.5 actions below.

Action 4.5.1, 4.5.2, 4.5.3, 4.5.4, 4.5.15, 4.5.16, 4.5.7, 4.5.8, 4.5.9 and Action 4.6: Future Ready: Effectiveness Evaluation: This action was partially effective. Foster youth continue to experience disproportionately high suspension rates, contributing to disrupted learning and reduced engagement. Early implementation of restorative practices, increased mental health supports, and trauma-informed training for staff are beginning to show promise, with a modest reduction in suspensions at pilot sites. However, districtwide trends show that suspension rates remain elevated, indicating a continued need for consistent implementation and culturally responsive disciplinary alternatives. LTELs show persistent gaps in ELA and Math achievement, aligning with red dashboard indicators for academic progress. Focused supports, including designated ELD courses, targeted credit recovery, and A–G placement monitoring, have increased access to rigorous coursework. Preliminary outcomes show improved course completion and GPA gains, though language reclassification rates remain stagnant, signaling a need to strengthen integrated language support across content areas. Both Garfield and ALBA face historically low graduation rates, particularly among re-engaged youth and students with interrupted education. The district's investment in flexible scheduling, dual enrollment for credit recovery, and individualized graduation plans has begun to improve retention. Graduation tracking data from 2023–24 shows a slight increase in on-time graduation, especially for students participating in wraparound supports and dual credit programs. Continued progress will depend on sustaining multi-tiered systems of support, improving credit accrual monitoring, and expanding post-secondary transition services. While targeted strategies have yielded early indicators of progress, these subgroup populations continue to face systemic barriers. San Diego Unified must maintain a laser focus on equity-driven implementation, with robust monitoring and accountability for interventions aimed at improving outcomes for foster youth, LTELs, and high-need continuation/alternative school sites.

Action 4.7.1, 4.7.2, 4.7.3, 4.7.4: Belonging and Connectedness: Effectiveness Evaluation: The partnership between the Office of Graduation, the Equity & Belonging Department, and the Council of ASB Presidents has expanded student voice and access to extracurricular activities. Several high schools report increased participation among spotlight students (English Learners, Foster Youth, and Low-Income).

Participation gaps persist for Foster Youth and students with disabilities, suggesting the need for more targeted outreach and inclusive programming. Elevating student leadership through ASB has helped drive more peer-led engagement efforts, Middle school athletics have shown potential to boost school attendance, early engagement, and smoother transitions to high school sports. However, access remains uneven across the district. Spotlight students who participate in middle school sports are more likely to remain involved in high school athletics, improving their sense of connection. Equitable funding, transportation solutions, and more widespread implementation are essential to scale this effort across SDUSD middle schools. San Diego Unified is making measurable progress in engaging spotlight students in school activities, athletics, and community-building. Efforts to expand leadership, athletic opportunities, and family communication have created a more inclusive environment. To increase effectiveness, the district must continue to invest in data consistency, equity-driven outreach, and targeted program supports to ensure all students, particularly English Learners, Foster Youth, and low-income students, experience the full benefits of these initiatives.

Action 4.8.1: Targeted Support. Effectiveness Evaluation: The proportional allocation of LCFF funds aligns with the needs of high-priority subgroups. This action ensures the baseline for equity, though impact varies depending on how well individual schools use the funds. Many SPSAs address subgroup needs, but some lack measurable targets or clear strategies. This limits consistent progress monitoring and undermines accountability. Training and support for school leaders and SSCs to develop SMART goals and aligned strategies would enhance impact. Functional SSCs at many schools are contributing meaningfully to planning. However, some sites still face challenges with parent engagement and consistent meeting structures. More targeted support for SSC training, especially at high-need sites, is required to ensure equitable participation. Schools are using funds for interventions like tutoring, bilingual support, and counseling, aligned with subgroup needs. Central monitoring has improved, but some expenditures remain loosely connected to direct student impact. Stronger oversight and clearer guidance on evidence-based, high-leverage uses of funds are needed. More transparent reporting to families and advisory groups, and incorporating feedback into SPSA revisions, would improve this area. Targeted support to schools in SPSA development, SSC functionality, and fund usage is essential to maximize impact.

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 4: Expanding College, Career, and Life Readiness

San Diego Unified has strategically refined Goal 4 to reflect a comprehensive and inclusive approach to college, career, and life readiness. This goal supports the district's broader commitment to Student Outcomes Focused Governance (SOFG) and aligns directly with the Board of Education's Goals and Guardrails, which prioritize equitable postsecondary access and success for all students—particularly spotlight students, English learners, and students with disabilities.

The 2025–26 updates are the result of ongoing reflection and meaningful engagement with educational partners, including input from LCAP surveys, community engagement sessions (such as the April 8, 2025 session), advisory group feedback, and California School Dashboard data. These insights revealed a need to more clearly connect student interest and identity to course-taking, while also expanding access to dual enrollment, CTE pathways, and culturally responsive supports.

Key changes emphasize alignment between students’ passions and academic pathways, increased availability of diploma and credential options, robust family and counselor engagement, and deeper tracking of postsecondary preparedness data. This work is designed to ensure students graduate not only with a diploma, but also with a clear path toward a meaningful, future-ready life.

Metrics:
Metrics retained:
Graduation Rate (M4.A), CCI Indicator (M4.B), D & F Rate (M4.C), GPA (M4.D, M4.E), Attendance (M4.F), AP Participation & Pass Rates (M4.G, M4.H), UC a-g (M4.i), and Spotlight Student Progress on a-g, CTE, and Community College Enrollment (M4Jj–M4.i)

Metrics added:
Student participation in middle and high school activities and athletics

Family workshop attendance and engagement

Counselor learning outcomes and family communication access metrics

No metrics removed, but metric use has been enhanced through site-level tracking and spotlight student disaggregation.

These updates move beyond compliance to create a dynamic, responsive college and career readiness system that values student identity, voice, and real-world preparation. San Diego Unified is building a future-ready system where students graduate not just with credits, but with confidence in their ability to thrive in college, careers, and community life.

There is a material difference in Goal 4 between the budgeted expenditures of \$3.4M in 2024-25 and \$261.7M in 2025-26, the increase of \$258.3M is mostly attributed to the realignment of the LCAP. In 2024-25 Goal 4 was the Equity Multiplier Focus Goal which is now Goal 5 in the 2025-26 LCAP. Goal 4 in the 2025-26 LCAP is Expanding College, Career, and Life Readiness which is the former Goal 3 in the 2024-25 LCAP. In addition to the actions that were realigned from Goal 3 in the 2024-25 LCAP, many actions from Goal 2 Board and Challenging Curriculum were also realigned to Goal 4 in the 2025-26 LCAP because the services provided were more broad than the current more targeted ELA and Math Goals. As such, many of the expenditures were realigned.

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
4.1	Meaningful Diploma (School Experience)	1. By 2027, all high schools will offer customized diploma pathway options that align with students’ interests.	\$73,891,914.00	Yes

Action #	Title	Description	Total Funds	Contributing
	*Required by CDE Partially funded by the Learning Recovery Emergency Block Grant (LREBG)	*Pathways will be prioritized at high-need schools with large populations of UDPs, including English learners and foster youth, to ensure equitable access to graduation-aligned options. 2. Increase the 9th - 12th grade Spotlight Student cohorts' On Track completion of a-g course requirements with a grade of C or higher as measured by the California Department of Education (CDE) from 24.7% in Spring 2023 to 42.7% by Spring 2030. Resources and credit recovery support will be targeted at high-UDP high schools. 3. Increase the 10th - 12th Spotlight Student and UDP cohorts' completion of at least one (1) CTE pathway with a grade of C or higher in the capstone course as measured by the California Department of Education (CDE) from 21.4% in Spring 2023 to 39.4% by Spring 2030. 4. Increase the 10th -12th Spotlight Student and UDP cohorts' completion of at least two or more community college courses earning a C or higher, as measured by California Department of Education (CDE), from 7% in Spring 2023 to 25% by Spring 2030. This includes increased access to dual enrollment at high schools serving low-income and English language (EL) students. 5. All elementary and middle students will participate in activities to increase self-awareness (i.e. interests, skills, personality styles) and explore college and career interest and opportunities. At schools serving high concentrations of UDPs, additional guidance and mentoring will be provided to ensure equitable exposure. 6. Develop a six (6) year planning tool to map out courses that not only match students' interest and passions but also courses needed to graduate and pilot in at least 10 middle schools. This tool will be piloted in middle schools with high UDP enrollment to promote early awareness and reduce equity gaps in course planning. 7. All parents, students, and school staff will be able to access up-to-date information about student academic progress and track how students are doing in terms of graduating, completing certain course requirements, and getting ready for college or career. Supports will include translated		

Action #	Title	Description	Total Funds	Contributing
		progress reports, multilingual tutorials, and family outreach to ensure access for low-income and EL families. 8. Informational sessions focused on graduation requirements and post-secondary opportunities will be held in each cluster, both in-person and online, to support students and families in staying updated on students' progress and future plans. Sessions will be offered in multiple languages and formats, and will be promoted with focused outreach to families of foster youth, ELs, and low-income students. 9. – Professional Learning for Counselors (LREBG-Funded Action) Description: All secondary school counselors will engage in bi-monthly professional learning focused on college and career preparedness, graduation requirements, and post-secondary opportunities. Topics will include: -A common understanding of graduation requirements -Effective monitoring of student progress toward graduation and college/career preparedness -Culturally responsive support for Spotlight Students, English Learners, and students with disabilities *This action is supported by LREBG funds, which are used to fund 101.5 FTE secondary counselors across all middle and high schools. These counselors play a central role in integrating pupil supports to address barriers to learning through: -Academic counseling and graduation planning -Social-emotional learning and trauma-informed support -Referrals to mental health services and family supports -Coordination of before/after school programs and school meal access Research-Based Rationale:		

Action #	Title	Description	Total Funds	Contributing
		Providing sustained, high-quality professional development for counselors improves student academic outcomes, particularly for underserved populations. Research shows that trained school counselors positively impact graduation rates, college readiness, and social-emotional development (ASCA, 2019; Lapan et al., 2012). In particular, the integration of counseling and health services has been demonstrated to reduce barriers to learning and improve equity in educational outcomes (RAND, 2020). Alignment with EC Section 32526(c)(2): This action aligns with allowable uses under EC Section 32526(c)(2), including staff training and providing counseling services to support pupils' social-emotional wellness, trauma recovery, and academic progress. Alignment with Needs Assessment (EC Section 32526(d)): District needs assessment identified that Spotlight Students, English Learners, and students with disabilities are disproportionately off-track in graduation and college/career readiness. This action directly addresses that need by ensuring these students receive targeted academic and socio-emotional support through enhanced counseling services. Equity Driver: Ensure spotlight students, English learners and students with disabilities can explore their interests and areas of strength through coursework with more flexibility. Schedules will be built with priority placement for spotlight students, English learners and students with disabilities, considering their interests and passions. There will be an intentional focus on district Spotlight Students (TK–8 students who are farthest below the standard in English and Math, and High School students with the lowest grades as determined by their GPA). Where applicable, metrics and actions will specify 'Spotlight Students (including UDP and SWD). *The diploma pathway is redesigned to support UDPs with increased access to credit recovery, alternative scheduling, and support counselors. Supports are prioritized at schools serving high proportions of foster youth and low-income students, tracked via graduation and A-G completion rates. Metrics for Monitoring:		

Action #	Title	Description	Total Funds	Contributing
		Graduation Rates (Metric M4.A) CCI Indicator (Metric M4.B) D & F Rate (Metric M4.C) GPA – Spotlight Students (Metric M4.D) UC a-g Completion Rate (Metric M4.i) Attendance (Middle & High) (Metric M4.F) Percentage of students enrolled in AP/IB, CCTE, Ethnic Studies, and college-level courses (M4.J/K/N) A–G completion rates (disaggregated) (M4.L) Percentage of spotlight students completing at least one CCTE pathway or two college courses (M4.B) LREBG Funding Amount: \$15.7 million in LREBG funds support this action through counselor staffing, associated training, and pupil supports.		
4.2	Financial Literacy Guardrail	Financial Literacy: By the end of 2025-26, additional Financial Literacy courses will be piloted at least five high schools. METRICS: Number of pilot schools implementing Financial Literacy courses (M4.L) Student enrollment in pilot courses (disaggregated by subgroup) (M4.L) Student self-assessment of financial knowledge and confidence (M4.L) Staff and student feedback to inform scaling and curriculum refinement (M4.L)	\$2,005,941.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.3	Financial Literacy Guardrail	By 2030, 80% of students will be able to develop a budget/savings plan that will include identifying sources of income to help offset college and postsecondary expenses. METRICS: % of students able to demonstrate a basic savings/budget plan (via rubric or portfolio) (M4.L) Student surveys on confidence in managing college expenses (M4.L) Participation in financial literacy units or workshops (M4.L) Disaggregated data on financial planning knowledge acquisition (M4.L)	See Action 4.2	No
4.4	Future Ready support for schools who have a RED indicator as identified by the California State Dashbaord *This is a required action in our LCAP. *See table at the end of this document for schools performance identified as RED in the 2023 CA School Dashboard.	*This action supports graduation improvement efforts for LTELs and is aligned with technical assistance work as part of the district's DA eligibility. *This action responds to student group and school performance identified as red in the 2023 California School Dashboard, including suspension (foster youth), academic progress (LTELs), and graduation (Garfield, ALBA). 1. The district will work directly with schools who have a red indicator on the California Dashboard for graduation rate with an intentional focus on Students with Disabilities to ensure students not only have access but are successful in courses aligned to their interests and passion and that lead to a high school diploma. (This action is related to the implementation work underway as part of technical assistance, focused on improving outcomes for Long-Term English Learners) *The diploma pathway is redesigned to support UDPs with increased access to credit recovery, alternative scheduling, and support counselors. Supports are prioritized at schools serving high proportions of foster youth and low-income students, tracked via graduation and A-G completion rates.	\$31,046,545.00	No

Action #	Title	Description	Total Funds	Contributing
		-Communicating and educating students and families about high school courses, diploma and certificate pathways, and graduation- -Reviewing of student transcripts -Ensuring proper placement into a-g courses 2. Providing support and interventions (i.e., tutoring, credit recovery, etc.). METRIC: Graduation rate by student group (SWD, foster youth, ELs) (M4.A) A–G course enrollment and completion (disaggregated) (M4.L) Number of students completing credit recovery programs (M4.L) Family engagement in diploma pathway communication efforts Transcript audit completion rates at red-indicator sites (M4.A/L)		
4.5	Future Ready (academic performance)	*This action responds to student group and school performance identified as red in the 2023 California School Dashboard, including suspension (foster youth), academic progress (LTEs), and graduation (Garfield, ALBA). 1. By 2027, all high school students will be graduate college and career prepared. If we increase college and career preparedness through A-G completion, Early College Credits completion and CCTE Pathway completion then we will have more students graduate and be prepared for success the day after high school. 2. All middle and high schools will decrease the percentage of Ds and Fs earned during the academic year and increase the overall grade point average (GPA) for students. a. Increase the spotlight student cohorts' completion of a-g course requirements with a grade of C or higher	\$85,372,131.00	Yes

Action #	Title	Description	Total Funds	Contributing
		3. All high schools will continue to offer and expand dual enrollment into online courses for both getting back on track for graduation for recovering credits and taking first time credit for graduation. 4. Schools will continue to offer before and after school sessions for enrichment, credit recovery and accelerations. 5. School will offer summer enrichment and academic programming. 6. Increase the number of high school students taking and passing two or more semesters of college courses with a grade of 'C' or higher, by the time they graduate from high school. a. Increase the number of high school spotlight students taking and passing two or more semesters of college courses with a 'C' or higher by the time they graduate from high school. 7. Increase the number of high school students completing a CCTE pathway with a grade of C or higher in the capstone course by Spring 2027. 8. Increase the number of spotlight students completing a CCTE pathway course with a grade of C or higher in the capstone course. 9. Informational sessions in each cluster will be held, both in-person and online, to support students and families with not only awareness but also the importance and significance of taking college courses, CCTE pathway courses, and remediation courses. Sessions will focus on ensuring understanding of the importance and significance of grade point averages (GPAs) and the importance of remediating a D or F grade, taking college courses, and CCTE pathway courses. Equity Driver: Focus on culture and climate and their impact on activities; focus on mindsets, attitudes, and behaviors, particularly for spotlight students, English learners, and students with disabilities. *Future Ready academic supports improve UDP outcomes by adding college-readiness counseling, FAFSA completion campaigns, and dual enrollment opportunities targeted for low-income and foster youth students. Participation rates and post-secondary enrollment outcomes are tracked.		

Action #	Title	Description	Total Funds	Contributing
		METRICS: D/F course rate (disaggregated by subgroup) (M4.D) Spotlight student A–G completion rate with a grade of C or better (M4.D) Spotlight student CCTE pathway completion with capstone grade of C or higher (M4.E) Percentage of spotlight students passing 2+ community college courses with a C or higher (M4.B) UC/CSU A–G completion rate (M4.L) College/Career Indicator (CCI) performance disaggregated by student group (M4.B) Student/family participation in informational sessions and remediation programs GPA improvement trends from quarter to semester to year-end (M4.D)		
4.6	Future Ready support for schools with a RED indicator for CCI as identified in the California State Dashboard *This is a required action in our LCAP. *See table at the end of this LCAP for Red performance levels in the 2023 CA	*This action responds to student group and school performance identified as red in the 2023 California School Dashboard, including suspension (foster youth), academic progress (LTEs), and graduation (Garfield, ALBA). 1. Schools with a “Very Low” CCI indicator, as determined by the California state dashboard, will increase student enrollment and the completion of CCTE pathway courses and community college courses. Identified schools will intentionally increase enrollment and success of our spotlight and unduplicated students in CCTE pathway completion and community college courses. METRIC: CCI Indicator performance at targeted “Very Low” schools (M4.B)	\$4,430,176.00	No

Action #	Title	Description	Total Funds	Contributing
	Dashboard School Groups at Lowest Level by State Indicator	Enrollment and completion in CCTE pathways (disaggregated) (M4.B/N) Enrollment and successful completion (C or better) of community college courses (disaggregated) (M4.B/N) Rate of spotlight student participation in these opportunities		
4.7	Belonging and Connectedness (school experience)	1. The Office of Graduation: Student Activities and the Equity and Belonging department will team up with the Council of ASB Presidents to get more students involved in school activities like clubs, sports events, dances, community service, internships, and more. a. Increase the number of spotlight students participating in school activities. 2. An electronic survey will be designed and administered to high school student athletes at the end of each season for every sport to assess how students feel about the season and how they feel the role sports play in their grades, attendance, and connection to their school and their school community. Increase the number of spotlight students participating in high school athletics. 3. Multiple communication systems will be developed so students and families can receive information from the district directly (i.e. graduation requirements, scholarship opportunities, surveys, etc.). 4. Increase middle school athletics participation to foster the connection between middle and high school. This connection will help students do better in middle school and attend school more often. Increase the number of spotlight students participating in high school athletics. METRICS: Participation rates in school activities, clubs, and dances (disaggregated by subgroup) (M4.A)	\$16,514,054.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Number and % of spotlight students involved in athletics (middle and high school) (M4.A) Results from athlete experience surveys (engagement, belonging, academic impact) (M4.A) Communication system usage analytics (reach, access, multilingual delivery) (M4.A)		
4.8	Targeted Intervention Support	1. All schools will receive additional services supported by a supplemental Local Control Funding Formula (LCFF) allocation proportionate to the number of English Learners (EL), Foster Youth (FY), and Low Income (LI) students. Each school will select the most appropriate supplemental interventions, classroom supports, and/or professional development supports and services to meet the specific needs of the EL, FY, and LI students. All schools will set goals, design plans for improvement, and provide multiple levels of support for all student groups identified in their Single School Plan for Student Achievement (SPSA). School Site Councils (SSC) will work with school instructional team members in consultation with the District Advisory Council for Compensatory Education (DAC), site advisory groups, including parents and community members, in SPSA development. METRICS: This action will be monitored through each sites SPSA and the School Site Councils (Schools with functional School Site Councils (SSCs)) School Site Plans for Student Achievement (SPSAs) with goals explicitly tied to EL, FY, and LI student needs (M4.A) School Site Council functionality and engagement (M4.A) Use of supplemental funds for high-impact supports (monitored centrally) (M4.A)	\$48,423,243.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Progress monitoring reports submitted through SPSA implementation cycles (M4.A) Stakeholder input and feedback via DAC and advisory groups (M4.A)		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Equity, Access and Targeted Support (State Designated Schools)	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

San Diego Unified developed Goal 5: Equity, Access, and Targeted Support in response to the state-mandated Equity Multiplier initiative, which requires districts to provide intensified support to schools serving students furthest from educational justice. This goal reflects the district’s ongoing commitment to educational equity and aligns with the Board of Education’s Guardrails and the Student Outcomes Focused Governance (SOFG) model. Based on state designations and local needs assessments, this goal ensures that targeted schools receive the resources, services, and systemic supports necessary to improve student outcomes in attendance, academic achievement, graduation rates, and school climate. Through collaboration with site leaders, families, and community partners, this goal focuses on dismantling systemic barriers and creating inclusive learning environments where all students, especially those with disabilities, multilingual learners, and students experiencing poverty, can thrive. The LCFF Equity Multiplier (Equity Multiplier) was a new funding program commencing with the 2023-24 school year. Schools are eligible for Equity Multiplier funding based on their non-stability rate and percentage of socioeconomically disadvantaged students, as shown in the California Department of Education’s Stability Rate Data Report. San Diego Unified Schools identified are, ALBA, Garfield High, Fletcher Elementary, Kearney Digital Media & Design, Kearney School of Biomedical Science & Technology, Riley/New Dawn, TRACE, Twain High, Washington Elementary, Whittier K12. This work is addressed in Goal 5.																	
Non-Stability Rates <table><tr><th>School Name</th><th>Prior Year Non-Stability Rate</th></tr><tr><td>ALBA</td><td>0.9286</td></tr><tr><td>Garfield High</td><td>0.5215</td></tr><tr><td>Fletcher Elementary</td><td>0.3604</td></tr><tr><td>Kearny DMD</td><td>0.2706</td></tr><tr><td>Kearny Biomed</td><td>0.2961</td></tr><tr><td>Riley/New Dawn</td><td>0.4764</td></tr><tr><td>Trace</td><td>0.2570</td></tr></table>		School Name	Prior Year Non-Stability Rate	ALBA	0.9286	Garfield High	0.5215	Fletcher Elementary	0.3604	Kearny DMD	0.2706	Kearny Biomed	0.2961	Riley/New Dawn	0.4764	Trace	0.2570
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Trace	0.2570																

Twain High	0.5826
Whittier K-12	0.3118

Of the 10 Equity Multiplier funding eligible schools, 6 schools are atypical/alternative/continuation schools (ALBA, Garfield High, Riley/New Dawn, TRACE, Twain High, Whittier K-12). The high nonstability rate for the identified educational options schools (continuation schools, community day schools, and opportunity schools) is due to a focus of the schools to transfer students back to their traditional high schools when students are no longer credit deficient in order to graduate. Therefore, students may enter and exit an options school in the same school year contributing to a school's high nonstability rate.

We would also like to note that Kearney Collegew Connections and Washington Elementary qualified for funds in the 2022-23 school and have yet to exhaust their funds. They will have expenditures in this coming school year so they are included in this goal and actions.

In an effort to maintain accessibility and readability of our LCAP our district team chose to create one EM goal with multiple actions representing the various schools and student groups with which EM schools aim to improve outcomes. The actions represented in this goal are reflective of strategies, actions, and goals that have been set locally with school communities through their various processes of community and school partner engagement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M5.A	Chronic Absenteeism	ALBA (SWD): 83.3% Fletcher (All, Home): 42.8%, 61.3% RILEY/New Dawn (All, SWD): 46.6%, 46.6% Washington (SWD): 55% Whittier (All, SWD): 50%, 50% (Source: CA Dashboard, 2023)	ALBA (SWD): N/A (N<11) Fletcher (All, Home): 34.8%, 65.9% RILEY/New Dawn (All, SWD): 59.6%, 59.6% Washington (SWD): 60.3% Whittier (All, SWD): 50%, 50% (Source: CA Dashboard, 2024)		ALBA (SWD): 76% Fletcher (Home): 64.5% RILEY/New Dawn (All, SWD): 58.1%, 62.5% Washington (SWD): 58.8% Whittier (All): 48.5%, 46.5%	ALBA (SWD): N/A Fletcher: -8.0%, 4.6% RILEY/New Dawn (All, SWD): 13%, 13% Washington (SWD): 5.3% Whittier (All, SWD): 0.0%, 0.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M5.B	Suspension	ALBA (All): 24.2% Kearny Digital Media & Design (EL, His): 0.0%, 2.5% Kearny Biomedical Science & Technology (EL, HIS): 0.0% 2.1% Kearny College Connections (EL): 1.9% Riley/New Dawn (All): 20.8% Washington Elementary (ALL, SWD): 6.5%, 11.5% (Source: CA Dashboard, 2023)	ALBA (All): 21.4% Kearny Digital Media & Design (EL, His): 2.1%, 1.9% Kearny Biomedical Science & Technology (EL, His): 2.2%, 0.5% Kearny College Connections (EL): 2.4% Riley/New Dawn (All): 26.2 Washington Elementary (All, SWD): 7.5%, 14.5% (Source: CA Dashboard, 2024)		ALBA (All): 20.5% Kearny Digital Media & Design (EL): 1.6% Kearny Biomedical Science & Technology (EL): 1.7% Kearny College Connections (EL): 1.8% Riley/New Dawn (All): 25.3% Washington Elementary (All, SWD): 6.6%, 8.5%	ALBA (All): -2.8% Kearny Digital Media & Design: 2.1%, -0.6% Kearny Biomedical Science & Technology: 2.2%, -1.6% Kearny College Connections (EL): +0.5% Riley/New Dawn (All): +5.4% Washington Elementary (All, SWD): +1.0%, +3.0%
M5.C	ELA Distance From Standard (DFS)	Fletcher (All): -75 Garfield High (All): -326.6 Riley/New Dawn (All): -153 Twain High (All, SED): -126.4, -142.3 Washington (All, SED, HIS): -41, -44.6, -49.9 (Source: CA Dashboard, 2023)	Fletcher (All): -75.9 Garfield High (All): -317 Riley/New Dawn (All): -153.1 Twain High (All, SED): -120.6%, -146.4 Washington (All, SED, HIS): -63.2%, -76.9, -75 (Source: CA Dashboard, 2024)		Fletcher (All): -66.9 Riley/New Dawn (All): -144.1 Twain High (SED): -137.4 Washington (SED, HIS): -67.9, -66	Fletcher (All): -0.9 Garfield High (All): +9.6 Riley/New Dawn (All): -0.1 Twain High(All, SED): 5.8, -4.1 Washington (All, SED, HIS): -22.2, -32.3, -25.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M5.D	Math Distance From Standard (DFS)	Fletcher (SED): -108.9 Garfield High (All): -345.7 Kearny Digital Media & Design (All): -87.3 Kearney Biomedical Science & Technology (HIS): -87.7 Riley/New Dawn (All): -168.2 Twain High (All, SWD): -246.2, -300.8 Washington (All): -86.2 (Source: CA Dashboard 2023)	Fletcher (SED): -106.5 Garfield High (All): -344.3 Kearny Digital Media & Design (All): -78.1 Kearney Biomedical Science & Technology (HIS): -75.3 Riley/New Dawn (All): -181.2 Twain High (All, SWD): -219.6, N/A (N<11) Washington (All): -98.5 (Source: CA Dashboard 2024)		Fletcher (SED): -97.5 Garfield High (All): -335.3 Kearny Digital Media & Design (*): -79.3 Riley/New Dawn (All): -172.2 Twain High (All): -210.6 Washington (All): -89.5	Fletcher (SED): +2.4 Garfield High (All): +1.4 Kearny Digital Media & Design (All): +9.2 Kearney Biomedical Science & Technology (HIS): +12.4 Riley/New Dawn (All): -13.0 Twain High (All, SWD): +26.6, N/A Washington (All): -12.3
M5.E	Graduation Rate	Garfield High (All): 58.5% Kearney College Connections (All, HIS, SWD): 91.4%, 84.4%, 57.1% TRACE (All): 0% Twain High (All): 72.3% (Source: CA Dashboard 2023)	Garfield High (All): 26.2% Kearney College Connections (All, HIS, SWD): 96.4%, 97.2%, 100.0% TRACE (All): 0% Twain High (All): 50.7 (Source: CA Dashboard 2024)		Garfield High (All): 29.2% TRACE (All): 3% Twain High (All): 53.7	Garfield High (All): -32.3% Kearney College Connections (All, HIS, SWD): 5.0%, 12.8%, 42.9% TRACE (All): 0% Twain High (All): -21.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M5.F	CCI	Garfield High (All): 7.3% TRACE (All): 0% Twain High (All): 5.6% (Source: CA Dashboard 2024) No performance levels in 2023	Garfield High (All): 9.4% TRACE (All): 0% Twain High (All): 7.2% (Source: CA Dashboard 2024)		Garfield High (All): 32.2% TRACE (All): 6% Twain High (All): 56.7%	Garfield High (All): 2.1% TRACE (All): 0% Twain High (All): 1.6%
M5.G	English Learner Progress	Garfield High: (EL, LTEL): 38.9%, N/A TRACE: (EL, LTEL): 43.8%, N/A Twain High (EL): 30.3% (Source: CA Dashboard 2023)	Garfield High: (EL, LTEL): 27.7%, 28.9% TRACE: (EL, LTEL): 31.8%, 33.9% Twain High (EL): 40.3% (Source: CA Dashboard 2024)		Garfield High: (EL, LTEL): 33.7%, 34.9% TRACE: (EL, LTEL): 37.8%, 39.9%	Garfield High (EL, LTEL): 11.2%, N/A TRACE (EL, LTEL): -12%, N/A Twain High (EL): +10%

Goal Analysis [2024-25]

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.

In alignment with the San Diego Unified School District's newly adopted Board Goals (2025–2027), this goal has been renamed and updated. The content and services remain consistent with our previously approved LCAP structure, but have been reorganized and clarified using user-friendly language to reflect community and board priorities.

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.

2024-25, there was no Goal 5 in the 2024-25 LCAP year. As such, there were no material differences to address.

In 2024, Goal 4 was the Equity Multiplier Goal. For 2025, the Equity Multiplier metrics and actions were moved to new Goal 5 to better focus instructional planning. This caused an increase in total funding for Goal 5 from \$0.0M to \$2.1M. See Crosswalk Attachment for metric reassignments.

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

Action Equity Multiplier. 1: Provide targeted coaching, instructional support, and data analysis tools for Equity Multiplier (EM) schools to improve student outcomes.

Effectiveness Evaluation: This action was partially effective. According to central office coaching logs and cluster leadership feedback, EM schools received differentiated support, especially in literacy and attendance. However, the level of implementation and follow-through varied significantly by site, with some EM schools needing additional leadership capacity to engage in cycles of improvement.

Educational partner input, especially from site principals and teacher leaders, confirms the importance of this action but also raises concerns about the depth and sustainability of support. This action will be modified by providing consistent coaching cycles, aligning EM supports to school plans (SPSAs), and tracking outcomes tied to academic, climate, and attendance metrics.

Action Equity Multiplier. 2: Use disaggregated data to prioritize resources and interventions for EM sites, especially those serving Long-Term English Learners (LTELs), foster youth, and students experiencing homelessness.

Effectiveness Evaluation: This action was partially effective. Equity analysis and Wellness Index data informed allocation decisions, but the system for transparently aligning funding and supports with site-level needs is still under development. While some EM schools reported access to new mental health and instructional resources, others noted a lack of clarity in how priorities were determined.

Educational partner input supports equity-driven investments, especially from family advisory groups, but raises concerns about transparency in how resource decisions are made and communicated. This action will be continued with refinements to the Equity Index and additional support for site leaders in leveraging these investments strategically.

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

Not Applicable. The data for this section will be completed in next year’s LCAP 2025-26, which will include an analysis of this LCAP. For analysis on the current school year, please view the District’s 2024-25 LCAP Annual Update.

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
5.1	Chronic Absenteeism Support at Equity Multiplier (EM) Schools	Justification: Chronic absenteeism is a red indicator for multiple student groups at Fletcher, Riley/New Dawn, Twain, Washington, and Whittier K–12. Description: Implement culturally responsive attendance strategies including: Partial funding of counselor and associate principal allocations to provide tiered and differentiated academic and SEL intervention supports and ongoing teacher support and training on evidence based student and family engagement strategies Site-based attendance teams Transportation assistance Trauma-Resilient Education Community (TREC) training for all school staff to embed trauma-informed practices Tiered supports (PBIS, incentives, re-engagement specialists) Wellness calls and family outreach Schools Covered: Fletcher, Riley/New Dawn, Washington, and Whittier K–12 Student Groups in Red/Orange: All, Homeless, HIS, SED, SWD Metrics: Chronic Absenteeism Rate M5.A This action addresses chronic absenteeism indicators from the 2023 Dashboard and aligns with Equity Multiplier and technical assistance goals.	\$100,935.00	No

Action #	Title	Description	Total Funds	Contributing
5.2	Suspension Prevention and Behavior Support at EM Schools This action targets Equity Multiplier schools with high non-stability and chronic absenteeism among UDPs. Success is measured through school-specific indicators.	Justification: Based on 2023 Dashboard data and local equity analysis, multiple EM sites—especially ALBA, Garfield, Twain, Riley/New Dawn, and Washington—show Red indicators in Suspension among Students with Disabilities (SWD), English Learners (EL), and other historically underserved student groups. Feedback from families, site administrators, and community partners emphasized the importance of proactive, culturally responsive supports to address the root causes of behavioral incidents. Description: This action strengthens the district’s commitment to reducing exclusionary discipline through a comprehensive, healing-centered approach. Supports will include: Schools Covered: ALBA, Garfield, Kearny Digital Media & Design, Kearney Biomedical Science & Technology, Kearney College Connections, Twain, Riley/New Dawn, and Washington Student Groups in Red/Orange: SWD, EL, LTEL, HIS, SED, Homeless Core Strategies: Trauma-Resilient Education Community (TREC) training for all school staff to embed trauma-informed practices Behavior intervention specialists and mental health teams at sites with elevated suspension rates Restorative practice implementation, including community circles and peer mediation Alternative-to-suspension programs that provide structured, supervised opportunities for reflection and growth Family Circles and culturally responsive engagement events to build trust and improve communication between home and school	\$666,834.00	No

Action #	Title	Description	Total Funds	Contributing
		Targeted professional learning on conflict resolution, implicit bias, and de-escalation techniques Disaggregated discipline data monitoring (by race, language proficiency, IEP status) to inform schoolwide behavior plans Embedded Equity Team data cycles to analyze trends and adjust supports Equity Drivers Strengthened: Prioritization of students most impacted by suspensions, especially students of color, SWD, multilingual learners, and students experiencing homelessness School climate strategies tailored to site-specific needs, aligned with each school's SPSA Alignment to strategies from the district's CCEIS (Comprehensive Coordinated Early Intervening Services) plan Partial funding of counselor and associate principal allocations to provide tiered and differentiated academic and SEL intervention supports and ongoing teacher support and training on evidence based student and family engagement strategies Metrics: M5.B – Suspension Rate (site and subgroup) This action is developed in response to California School Dashboard data and aligns with both Equity Multiplier requirements and technical assistance implementation. It supports the district's SOFG vision of safe, supportive learning environments where all students, especially those historically underserved, can thrive. This action is aligned with state-mandated behavior interventions and builds staff capacity at EM sites as part of technical assistance.		

Action #	Title	Description	Total Funds	Contributing
5.3	Improve ELA DFS for EM Schools	Schools Covered: Fletcher, Riley/New Dawn, Twain High, and Washington Student Groups in Red/Orange: All, HIS, SED, SWD Identified schools will implement some or all of the following evidence-based practices and supports to improve students' performance on California's English Language Arts assessment demonstrated through an increase in their DFS: High-dosage tutoring during, before, and after school to support students in reaching grade-level proficiency. Professional development for teachers and instructional staff on strategies such as Guided Language Acquisition Design (GLAD) and Universal Design for Learning (UDL) to strengthen differentiated instruction, particularly for English Learners and students with disabilities. Instructional materials to enhance in-class literacy supports for students. Teacher release time to participate in Professional Learning Communities (PLCs) improvement cycles focused on peer collaboration and instructional refinement to improve student outcomes. Partial funding for counselor and/or associate principal positions to provide tiered academic and social-emotional learning (SEL) interventions, as well as ongoing support and training for teachers on evidence-based strategies for student and family engagement. Throughout the 2024–25 school year, school principals have engaged in continuous improvement efforts with their school communities and educational partners. These efforts have included school-level needs assessments and reviews of student group performance on the California School Dashboard—particularly in English Language Arts—to guide informed, data-driven decisions aimed at improving student outcomes. Metrics: M5.C ELA Distance From Standard (DFS)	\$61,389.00	No

Action #	Title	Description	Total Funds	Contributing
5.4	Improve DFS in Math for EM Schools	Schools Covered: Fletcher, Garfield High, Riley/New Dawn, and Washington Student Groups in Red/Orange: All, HIS, SED, SWD Identified schools will implement some or all of the following evidence-based practices and supports to improve students' performance on California's Mathematics assessment demonstrated through an increase in their DFS: High-dosage tutoring during, before, and after school to support students in reaching grade-level proficiency. Professional development for teachers and instructional staff on strategies such as Guided Language Acquisition Design (GLAD) and Universal Design for Learning (UDL) to strengthen differentiated instruction, particularly for English Learners and students with disabilities. Instructional materials to enhance in-class literacy supports for students. Support in the adoption of the new districtwide mathematics curriculum Teacher release time to participate in Professional Learning Communities (PLCs) improvement cycles focused on peer collaboration and instructional refinement to improve student outcomes. Partial funding for counselor and/or associate principal positions to provide tiered academic and social-emotional learning (SEL) interventions, as well as ongoing support and training for teachers on evidence-based strategies for student and family engagement. Throughout the 2024–25 school year, school principals have engaged in continuous improvement efforts with their school communities and educational partners. These efforts have included school-level needs assessments and reviews of student group performance on the California	\$133,882.00	No

Action #	Title	Description	Total Funds	Contributing
		School Dashboard, particularly in Mathematics, to guide informed, data-driven decisions aimed at improving student outcomes. Metrics: M5.D Math Distance From Standard (DFS)		
5.5	Graduation and College/Career Readiness Support at EM Schools	Justification: Graduation and CCI indicators are in the red for subgroups at Garfield, TRACE, and Twain. Description: Increase access to postsecondary readiness supports including: A–G counseling and monitoring Credit recovery and online learning options FAFSA and college application workshops CTE and dual enrollment expansion Alumni mentorship Schools Covered: Garfield High, TRACE, and Twain High Student Groups in Red/Orange: All, EL, ELTEL, HIS, Homeless, SED, SWD Metrics: M5.E: Graduation Rate M5.F: College/Career Indicator (CCI) This action addresses graduation and postsecondary readiness indicators and combines academic and college/career interventions aligned to Dashboard findings.	\$622,440.00	No

Action #	Title	Description	Total Funds	Contributing
5.6	LTEL and EL Progress Acceleration at EM Schools	Justification: Garfield, Twain, and Trace have low ELPI scores, especially among LTELs and newcomers. Description: Implement EL-focused interventions including: Daily designated and integrated ELD GLAD training for teachers LTEL case management and progress monitoring Parent engagement sessions (home language access) Professional learning for staff on language scaffolding Student Groups in Red/Orange: Garfield high and TRACE Student Groups: EL, LTEL Metrics: M5.G EL and ELTEL Progress *This action supports the implementation of technical assistance for Long-Term English Learners and meets state EL/ELPI action requirements.	\$543,487.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$161,331,825.00	\$8,997,989.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
15.859%	0.000%	\$0.00	15.859%

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: District-Wide Wellness Assessment and Planning Description: Develop and implement a comprehensive Wellness Assessment Plan to evaluate and address the wellness needs of all students, with a focus on the four interconnected parts of wellness: Body, Mind, Relationships, and Community.	The Multi-Dimensional Wellness Index and Wellness Task Force will disaggregate wellness data by subgroup and prioritize actions accordingly. This allows for early identification of disparities and targeted supports for schools serving high-need populations. LEA-wide delivery ensures coherent infrastructure and equitable access to system-level wellness initiatives.	Creation of a Wellness Task Force. M1.H The District Wellness Policy will include our Comprehensive Wellness Plan. M1.I

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: Unduplicated students (foster youth, homeless youth, English learners, and low-income students) report higher levels of stress, lower engagement in school relationships, and inconsistent access to wellness supports across campuses. Scope: LEA-wide		
1.2	Action: Promoting Individual Wellness (Body and Mind) Description: Support students in developing healthy habits for their bodies and minds. Need: Many unduplicated pupils lack access to safe, healthy environments and preventive care (physical and mental). Data indicates disproportionate rates of obesity, stress-related concerns, and chronic absenteeism in high-poverty schools. Scope: LEA-wide	LEA-wide physical and mental health programming (e.g., nutritious meals, outdoor learning, small-group counseling) helps meet the needs of the whole child. Equity drivers prioritize facilities upgrades and mental health services at high-need schools identified by the Wellness Index. This action is designed to address the elevated wellness needs of unduplicated pupils (UDPs), including low-income students, English learners, and foster youth, by prioritizing expanded access to mental health counseling, small-group social-emotional learning, and school meals at sites with high concentrations of UDPs. This action expands services for unduplicated pupils (UDP) by prioritizing clinician staffing, SEL curriculum, and wraparound mental health supports at high-UDP sites. The Wellness Index tracks UDP-specific participation in counseling and SEL programming.	Growth in the Wellness Index score. M1.A through M1H as determined by wellness index score

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
		Specifically, schools with higher UDP enrollment receive increased staffing (such as mental health clinicians and school counselors), targeted SEL programming, and greater access to wellness supports during and outside the school day. These services go beyond what is provided to all students, addressing the disproportionate impact of trauma, food insecurity, and unmet mental health needs often experienced by UDPs. Equity Drivers built into this action ensure data disaggregation by UDP status, and implementation is tracked through the Wellness Index to ensure improved outcomes specifically for these groups.	
1.3	Action: Strengthening Collective Wellness (Relationships and Community) Description: Foster supportive relationships and a sense of belonging for all students, ensuring they feel connected to their peers, families, and communities. Need: Unduplicated students often report feeling unsafe, unseen, or excluded due to racial, linguistic, or cultural factors. Suspension rates are disproportionately high among these groups. Scope:	Actions like Upstander training, youth-led anti-bias campaigns, and inclusive climate audits create affirming school environments. A LEA-wide approach ensures all schools implement foundational strategies, with additional coaching for sites with persistent disproportionality.	Number of district wide wellness workshops for families. M1.H Student participation rates in wellness activities by demographic groups. M1.H Student feedback on the inclusivity of wellness initiatives (via surveys or focus groups) M1.I, M1.M Staff training completion rates for culturally responsive practices. M1.H, M1.N

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		
1.4	Action: Addressing Systemic Barriers to Wellness Description: Identify and address systemic barriers that prevent students from achieving wellness, with a focus on equity and inclusion. Need: Students with the highest barriers, particularly LTELs, foster/homeless youth, need integrated behavioral health services and individualized support plans to address trauma and improve school stability. Scope: LEA-wide Schoolwide	Providing Tier II and III behavioral services LEA-wide ensures equity of access while emphasizing site-level responsiveness through family partnerships and referral systems. Special attention is given to home language needs and cultural responsiveness.	Reduction in Chronic Absenteeism rates (Metric M1.F) Increase in results on the Wellness Index data disaggregated by student groups.
1.5	Action: Reducing Suspensions and Expulsions for Schools with Red Indicators Description: Provide targeted support to schools and student groups identified with a red indicator on the California State Dashboard, ensuring access to Tier II and Tier III behavioral health services and restorative practices to reduce suspensions and expulsions. Support will be specifically designed to meet the needs of	Restorative justice and conflict resolution training are delivered LEA-wide but implemented with priority at schools with high suspension rates. Circles, coaching, and culturally responsive resources provide unduplicated pupils with inclusive supports.	Reduction in suspensions by 0.3 percentage points (M1.E)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Long-Term English Learners (LTELs) and other historically underserved student populations. *This is a required action in our LCAP. *See table at the end of this LCAP for Red performance levels in the 2023 CA Dashboard School Groups at Lowest Level by State Indicator Need: Unduplicated students are overrepresented in punitive discipline systems. Many need relational and culturally relevant alternatives to exclusionary practices. Scope: LEA-wide Schoolwide		
2.3	Action: Student-Centered Data Informed Decision Making Need: Disaggregated data highlights opportunities to enhance the effectiveness of literacy interventions for unduplicated students. By recognizing and building upon their existing language abilities and diverse literacy experiences, educators can implement targeted, strengths-based strategies that	Through dashboards and coaching support, this action ensures that data is used to identify needs, group students appropriately, and inform intervention planning. Spotlight schools receive deeper support for implementation. The Multilingual Education Department will provide professional development specific to the implementation of Spanish Language Arts (SLA) Curriculum in Benchmark - Adelante for dual Language programs using for grades TK-5, Language Launch for grades 6-8 to address the needs of Long Term English Learners. The	CAASPP ELA Distance From Standard (DFS)-M2.A mClass Dibels8/Lectura (K-2) -M2.K i-Ready (3-9)-M2.L

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
	promote equitable reading development and long-term academic success. Scope: LEA-wide	professional development will support educators to: implementation of the Spanish Language Development (SLD) Standards and World Language Standards, strengthen structures including program goals and language allocation plan, and implement effective instructional practices include active engagement in language production, literacy in both languages, as well as affirming cultural diversity with efforts to equalize the status of minority languages. Ensure the promotion of positive relationships and recognize and build on the funds of knowledge students bring through culture, language and identity.	
2.6	Action: Culturally Responsive Literacy Support for High-Need Schools with Red performance on the California State Dashboard *This is a required action in our LCAP. See Attachment: 2023 CA Dashboard RED indicators Need: Unduplicated students—especially English learners, students with disabilities, foster youth, and low-income students—are overrepresented in schools with red indicators in ELA on the California Dashboard. To address this, identified schools will implement standards-aligned, culturally responsive ELA and ELD curriculum and engage in targeted professional learning. Each school will co-	This action directly addresses the academic disparities experienced by unduplicated pupils—English learners, students with disabilities, foster youth, and low-income students—who are disproportionately represented in schools with red indicators for ELA. By implementing culturally responsive, standards-aligned curriculum and providing professional learning on evidence-based practices, schools can better meet the diverse linguistic and learning needs of these students. The action is provided on a schoolwide basis at targeted sites to ensure that all educators are equipped to support literacy development in an inclusive, equitable manner. This broad implementation fosters a whole-school approach that benefits unduplicated students while improving instruction for all learners.	CAASPP ELA Distance From Standard (DFS)-M2.A mClass Dibels8/Lectura (K-2) -M2.K i-Ready (3-9)-M2.L

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
	develop an implementation plan using site data and incorporate at least one evidence-based practice from the Literacy Asset Mapping report, such as teacher collaboration, student agency, or culturally affirming instruction. Scope: LEA-wide		
2.7	Action: Increase English Learner Progress Indicator (ELPI) rate for Schools with Red performance on the California State Dashboard Need: English Learners (ELs), including Long Term English Learners (LTELs), need targeted language support to improve progress on the English Learner Progress Indicator (ELPI). To address this, we will expand access to Designated ELD courses for LTELs, implement differentiated support for all multilingual learners, and train 250 educators in GLAD and Learning How English Works (LHEW). A pilot of formative language tools, such as Summit-K12, will also help monitor growth and guide instruction. These efforts aim to accelerate language development and improve outcomes for our multilingual students. Scope: LEA-wide	These actions address the language development needs of English Learners, especially LTELs, by providing targeted instruction and access to Designated ELD courses. Training educators in GLAD and LHEW ensures consistent, high-quality support across all schools. Offering these services LEA-wide allows for systemwide alignment, equitable access, and improved outcomes on the ELPI for multilingual learners districtwide.	ELPI Rate (M2.C)

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
2.8	Action: LTEL Support Need: Long Term English Learners (LTELs), need targeted language support to improve progress on the English Learner Progress Indicator (ELPI). To address this, we will expand access to Designated ELD courses for LTELs, implement differentiated support for all multilingual learners, and train 250 educators in GLAD and Learning How English Works (LHEW). A pilot of formative language tools, such as Summit-K12, will also help monitor growth and guide instruction. These efforts aim to accelerate language development and improve outcomes for our multilingual students. Scope: LEA-wide	These actions address the language development needs of LTELs by providing targeted instruction and access to Designated ELD courses. Training educators in GLAD and LHEW ensures consistent, high-quality support across all schools. Offering these services LEA-wide allows for systemwide alignment, equitable access, and improved outcomes on the ELPI for multilingual learners districtwide.	ELPI Rate (M2.C)
3.7	Action: Math - Red Indicator *This is a required action in our LCAP. See Chart at the end of this document: 2023 SDUSD Red Indicators on CA Dashboard. Need: Data from the California State Dashboard indicates that Unhoused and Long-Term English Learner (LTEL) students are performing in the red indicator for math	This action ensures that all students, with a focused lens on those in the red indicator, have access to a learner-centered, California State Standards-aligned math curriculum. Professional learning for school site staff supports high-quality and equitable implementation of the curriculum. By building teacher capacity, we are ensuring that Unduplicated Pupils benefit from instructional practices embedded in the curriculum. Providing this action on an LEA-wide and schoolwide basis ensures systemic equity, allows for targeted support at high-need schools.	METRICS: Growth on iReady (K–9) M3.A CAASPP DFS (3–8, 11) M3.D

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	achievement. These students often experience interrupted learning, limited access to consistent instructional support, and barriers to understanding math content due to language proficiency or learning environment instability. They need consistent access to high-quality, standards-aligned math instruction that emphasizes conceptual understanding, number fluency, and problem-solving. They also benefit from instructional strategies that are linguistically and culturally responsive. Scope: LEA-wide		
4.1	Action: Meaningful Diploma (School Experience) *Required by CDE Partially funded by the Learning Recovery Emergency Block Grant (LREBG) Need: Unduplicated pupils are underrepresented in A-G completion, dual enrollment, and access to advanced coursework. They are less likely to receive early, targeted academic advising and more likely to face barriers to postsecondary transitions, including lack of information, inconsistent supports, and financial hardship. Specifically our English learners, foster youth, and low-income	Providing diverse diploma pathways across all high schools ensures that unduplicated pupils have equitable access to courses aligned with their strengths and interests. A LEA-wide approach guarantees all students are offered varied postsecondary options, while spotlight students receive targeted advising and supports.	Percentage of students enrolled in AP/IB, CCTE, Ethnic Studies, and college-level courses (M4.J/K/N) A–G completion rates (disaggregated) (M4.L) Percentage of spotlight students completing at least one CCTE pathway or two college courses (M4.B)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students—are underrepresented in rigorous pathways such as AP, IB, CCTE, and Ethnic Studies. Data shows lower rates of A–G completion and advanced coursework participation. Scope: Schoolwide		
4.2	Action: Financial Literacy Guardrail Need: Unduplicated students—particularly low-income and foster youth—face systemic barriers to postsecondary financial planning and often lack access to instruction in personal finance, budgeting, or navigating financial aid systems. Stakeholder input indicates a strong demand for practical, real-world readiness skills. Scope: LEA-wide	Piloting Financial Literacy courses at a minimum of five high schools helps ensure equitable access to essential life readiness instruction. The pilot model allows for refinement and scaling, prioritizing schools with high concentrations of unduplicated students. LEA-wide implementation creates a framework for future expansion and supports financial equity education across all student groups.	Number of pilot schools implementing Financial Literacy courses (M4.L) Student enrollment in pilot courses (disaggregated by subgroup) (M4.L) Student self-assessment of financial knowledge and confidence (M4.L) Staff and student feedback to inform scaling and curriculum refinement (M4.L)
4.5	Action: Future Ready (academic performance) Need: Unduplicated pupils—especially spotlight students, English learners, students with disabilities, and foster youth—are disproportionately underrepresented in college- and career-prep pathways. These	These actions are LEA-wide to establish consistent systems of support and opportunity across all secondary schools. Together, they: Expand access to dual enrollment (4.5.3, 4.5.7), Increase GPA and A–G course success (4.5.2, 4.5.1),	D/F course rate (disaggregated by subgroup) (M4.D) Spotlight student A–G completion rate with a grade of C or better (M4.D)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students experience higher D/F rates, lower A–G completion, fewer dual enrollment and CCTE completions, and limited access to GPA recovery, acceleration opportunities, and tailored advising. Stakeholders have emphasized the need for early intervention, awareness, and personalized supports. Scope: LEA-wide	Strengthen and monitor CCTE pathway completion (4.5.8, 4.5.9), Offer academic recovery and enrichment during the year and summer (4.5.4, 4.5.5), and Promote informed student/family decisions through targeted outreach (4.5.10). While implemented system-wide, these efforts are especially focused on spotlight student groups through equity drivers and site-level data monitoring. This includes transcript audits, personalized advising, and clustering interventions where students are most off-track.	Spotlight student CCTE pathway completion with capstone grade of C or higher (M4.E) Percentage of spotlight students passing 2+ community college courses with a C or higher (M4.B) UC/CSU A–G completion rate (M4.L) College/Career Indicator (CCI) performance disaggregated by student group (M4.B) Student/family participation in informational sessions and remediation programs GPA improvement trends from quarter to semester to year-end (M4.D)
4.7	Action: Belonging and Connectedness (school experience) Need: Unduplicated pupils—including foster youth, English learners, and low-income students—report lower levels of participation in	These actions aim to increase equitable access to school-based engagement opportunities such as clubs, athletics, and service learning across all secondary schools. The Office of Graduation and the Equity and Belonging Department, in collaboration with the Council of ASB Presidents, are ensuring that activities are inclusive and responsive to the needs of spotlight students.	Participation rates in school activities, clubs, and dances (disaggregated by subgroup) (M4.A) Number and % of spotlight students involved in

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
	extracurricular activities and school events. These students also express weaker connections to their school communities, which is linked to lower attendance, academic performance, and graduation rates. Scope: LEA-wide	Middle and high schools are supported LEA-wide to expand access, improve communication, and use student voice (e.g., athlete surveys) to inform improvements. These efforts create a culture of belonging, which directly impacts students' academic and social outcomes.	athletics (middle and high school) (M4.A) Results from athlete experience surveys (engagement, belonging, academic impact) (M4.A) Communication system usage analytics (reach, access, multilingual delivery) (M4.A)
4.8	Action: Targeted Intervention Support Need: Unduplicated pupils—including English learners (EL), foster youth (FY), and low-income (LI) students—require targeted supports tailored to their unique academic, social-emotional, and postsecondary readiness needs. These groups face persistent opportunity gaps in achievement, engagement, and access to quality instruction. Scope: LEA-wide	This action ensures that every school site receives supplemental LCFF funds proportionate to their population of unduplicated pupils, enabling localized responses based on specific site needs. Site teams—through School Site Councils (SSCs) and in collaboration with community and district advisory groups—will identify goals and interventions within each SPSA. The LEA-wide approach ensures funding equity while promoting flexibility, responsiveness, and accountability at the site level.	School Site Plans for Student Achievement (SPSAs) with goals explicitly tied to EL, FY, and LI student needs (M4.A) School Site Council functionality and engagement (M4.A) Use of supplemental funds for high-impact supports (monitored centrally) (M4.A) Progress monitoring reports submitted through SPSA implementation cycles (M4.A)

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
			Stakeholder input and feedback via DAC and advisory groups (M4.A)

Limited Actions

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

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

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

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.

San Diego Unified School District is committed to allocating the additional concentration grant funding with an equity-based focus to ensure the intended use of funds are supporting our schools with the highest needs with a high concentration of foster youth, English learners, and socioeconomically disadvantaged students. With the current financial state of the district these funds are expected to be used to maintain increased staffing levels at our highest needs schools. The Additional Concentration Grant Funding is aligned with LCAP Action 4.8

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Districtwide - 42.86:1 Elementary - 38.87:1 Middle - 43.32:1 High - 54.02:1	Districtwide - 25.68:1 Elementary - 24.42:1 Middle - 26.92:1 High - 27.35:1
Staff-to-student ratio of certificated staff providing direct services to students	Districtwide - 17.88:1 Elementary - 16.68:1 Middle - 19.08:1 High - 19.81:1	Districtwide - 14.82:1 Elementary - 14.12:1 Middle - 15.69:1 High - 15.70:1

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	1,017,289,111.00	161,331,825.00	15.859%	0.000%	15.859%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$202,404,639.00	\$196,894,089.00	\$8,548,016.00	\$57,919,439.00	\$465,766,183.00	\$352,129,796.00	\$113,636,387.00

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	District-Wide Wellness Assessment and Planning Description: Develop and implement a comprehensive Wellness Assessment Plan to evaluate and address the wellness needs of all students, with a focus on the four interconnected parts of wellness: Body, Mind, Relationships, and Community.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2027	\$4,615,248.00	\$163,826.00	\$3,996,559.00	\$687,212.00		\$95,303.00	\$4,779,074.00	
1	1.2	Promoting Individual Wellness (Body and Mind) Description: Support students in developing healthy habits for their bodies and minds.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2027	\$92,027,848.00	\$3,682,834.00	\$62,909,746.00	\$20,223,700.00	\$8,118,177.00	\$4,459,059.00	\$95,710,682.00	
1	1.3	Strengthening Collective Wellness (Relationships and Community) Description: Foster supportive relationships and a sense of belonging for all students, ensuring they feel connected to their peers, families, and communities.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2027	\$17,699,486.00	\$2,581,712.00	\$6,113,181.00	\$13,018,477.00	\$180,771.00	\$968,769.00	\$20,281,198.00	

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	1.4	Addressing Systemic Barriers to Wellness Description: Identify and address systemic barriers that prevent students from achieving wellness, with a focus on equity and inclusion.	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	2025-2027	\$2,476,092.00	\$11,686,212.00	\$10,388,578.00	\$427,198.00		\$3,346,528.00	\$14,162,304.00	
1	1.5	Reducing Suspensions and Expulsions for Schools with Red Indicators Description: Provide targeted support to schools and student groups identified with a red indicator on the California State Dashboard, ensuring access to Tier II and Tier III behavioral health services and restorative practices to reduce suspensions and expulsions. Support will be specifically designed to meet the needs of Long-Term English Learners (LTELs) and other historically underserved student populations. *This is a required action in our LCAP. *See table at the end of this LCAP for Red performance levels in the 2023 CA Dashboard School Groups at Lowest Level by State Indicator	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	2025-2027	\$7,806,358.00	\$212,359.00	\$1,405,789.00	\$6,126,375.00		\$486,553.00	\$8,018,717.00	
2	2.1	Development of Principal and Educator Leadership PreK-TK	All	No			Specific Schools: Elementary Schools	2025-27	\$3,637,726.00	\$346,422.00	\$26,900.00	\$3,957,248.00			\$3,984,148.00	

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
							PreK-TK									
2	2.2	Development of Principal and Educator Leadership K-12	All	No			All Schools	2025-27	\$8,171,527.00	\$1,302,887.00	\$5,487,441.00	\$2,887,242.00		\$1,099,731.00	\$9,474,414.00	
2	2.3	Student-Centered Data Informed Decision Making	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-27	\$3,975,050.00	\$1,077,721.00	\$3,161,668.00	\$952,529.00		\$938,574.00	\$5,052,771.00	
2	2.4	Literacy Curriculum Coherence and Use of Evidence-based Teaching Practices.	All	No			All Schools	2025-27	\$5,759,539.00	\$5,050,580.00	\$4,132,113.00	\$4,462,318.00		\$2,215,688.00	\$10,810,119.00	
2	2.5	Engaging with Families	All	No			All Schools	2025-27							See Action 1.3	
2	2.6	Culturally Responsive Literacy Support for High-Need Schools with Red performance on the California State Dashboard *This is a required action in our LCAP. See Attachment: 2023 CA Dashboard RED indicators	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-27	\$3,814,019.00	\$167,187.00	\$533,708.00	\$3,282,311.00		\$165,187.00	\$3,981,206.00	
2	2.7	Increase English Learner Progress Indicator (ELPI) rate for Schools with Red performance on the California State Dashboard	English Learners	Yes	LEA-wide	English Learners	All Schools	2025-27	\$20,145,113.00	\$1,664,501.00	\$18,575,567.00	\$400,000.00		\$2,834,047.00	\$21,809,614.00	
2	2.8	LTEL Support	English Learners	Yes	LEA-wide	English Learners	All Schools	2025-27							See Action 2.7	
3	3.1	Access to Math Curriculum TK	All	No			Specific Schools: Elementary Schools PreK-TK	2025-27							See Action 2.1	
3	3.2	Development of Principal and Educator Leadership K-12	All	No			All Schools	2025-27							See Action 2.2	

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
3	3.3	Student-Centered Data Informed Decision Making	All	No			All Schools	2025-27							See Action 2.3	
3	3.4	Standards for Mathematical Practice	All	No			All Schools	2025-27	\$351,284.00	\$55,129.00	\$225,642.00			\$180,771.00	\$406,413.00	
3	3.5	Math Curriculum Coherence and Use of Instructional Strategies Embedded in the Curriculum	All	No			All Schools	2025-27	\$0.00	\$2,100,000.00		\$2,100,000.00			\$2,100,000.00	
3	3.6	Engaging with Families	All	No			All Schools	2025-27							See Action 1.3	
3	3.7	Math - Red Indicator *This is a required action in our LCAP. See Chart at the end of this document: 2023 SDUSD Red Indicators on CA Dashboard.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-27	\$1,369,423.00	\$13,129.00	\$504,004.00			\$878,548.00	\$1,382,552.00	
4	4.1	Meaningful Diploma (School Experience) *Required by CDE Partially funded by the Learning Recovery Emergency Block Grant (LREBG)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools:	2025-27	\$63,813,935.00	\$10,077,979.00	\$23,771,823.00	\$43,234,747.00	\$249,068.00	\$6,636,276.00	\$73,891,914.00	
4	4.2	Financial Literacy Guardrail	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Canyon Hills, Clairemont, Lincoln, Madison, Morse, San Diego High and Mt. Everest	2025-26	\$2,005,941.00	\$0.00	\$2,005,941.00				\$2,005,941.00	
4	4.3	Financial Literacy Guardrail	All	No			Specific Schools: High Schools	2025-30							See Action 4.2	

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
4	4.4	Future Ready support for schools who have a RED indicator as identified by the California State Dashbaord *This is a required action in our LCAP. *See table at the end of this document for schools performance identified as RED in the 2023 CA School Dashboard.	All Students with Disabilities	No			All Schools Specific Schools: Garfield, Alba	2025-27	\$28,340,856.00	\$2,705,689.00	\$7,563,166.00	\$23,156,395.00		\$326,984.00	\$31,046,545.00	
4	4.5	Future Ready (academic performance)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-27	\$28,229,493.00	\$57,142,638.00	\$15,482,438.00	\$67,426,789.00		\$2,462,904.00	\$85,372,131.00	
4	4.6	Future Ready support for schools with a RED indicator for CCI as identified in the California State Dashboard *This is a required action in our LCAP. *See table at the end of this LCAP for Red performance levels in the 2023 CA Dashboard School Groups at Lowest Level by State Indicator	All	No			Specific Schools: Garfield, TRACE, Twain	2025-27	\$4,231,912.00	\$198,264.00	\$2,915,864.00	\$701,370.00		\$812,942.00	\$4,430,176.00	
4	4.7	Belonging and Connectedness (school experience)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-27	\$9,154,199.00	\$7,359,855.00	\$11,650,363.00	\$1,721,211.00		\$3,142,480.00	\$16,514,054.00	
4	4.8	Targeted Intervention Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-27	\$42,385,780.00	\$6,037,463.00	\$21,554,148.00			\$26,869,095.00	\$48,423,243.00	
5	5.1	Chronic Absenteeism Support at Equity Multiplier (EM) Schools	All Students with Disabilities All, Homeless, HIS, SED, SWD	No			Specific Schools: Fletcher, Riley/Ne w Dawn, Twain, Washingt	2025-26	\$100,935.00	\$0.00		\$100,935.00			\$100,935.00	

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
							on, Whittier									
5	5.2	Suspension Prevention and Behavior Support at EM Schools This action targets Equity Multiplier schools with high non-stability and chronic absenteeism among UDPs. Success is measured through school-specific indicators.	All Students with Disabilities SWD, EL, LTEL, HIS, SED, Homeless	No			Specific Schools: ALBA, Garfield, Kearny Digital Media & Design, Kearney Biomedical Science & Technology, Kearney College Connections, Twain, Riley/New Dawn, and Washington	2025-26	\$656,834.00	\$10,000.00		\$666,834.00			\$666,834.00	
5	5.3	Improve ELA DFS for EM Schools	All Students with Disabilities All, HIS, SED, SWD	No			Specific Schools: Fletcher, Riley/New Dawn, Twain High, and Washington	2025-26	\$61,389.00	\$0.00		\$61,389.00			\$61,389.00	
5	5.4	Improve DFS in Math for EM Schools	All Students with Disabilities All, HIS, SED, SWD	No			Specific Schools: Fletcher, Garfield High, Riley/New Dawn, and Washington	2025-26	\$133,882.00	\$0.00		\$133,882.00			\$133,882.00	
5	5.5	Graduation and College/Career Readiness Support at EM Schools	All Students with Disabilities All, EL, ELTEL, HIS, Homeless, SED, SWD	No			Specific Schools: Garfield High, TRACE, and Twain	2025-26	\$622,440.00	\$0.00		\$622,440.00			\$622,440.00	

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
							High									
5	5.6	LTEL and EL Progress Acceleration at EM Schools	EL, LTEL	No			Specific Schools: Garfield High, TRACE, and Twain High	2025-26	\$543,487.00	\$0.00		\$543,487.00			\$543,487.00	

2025-26 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
1,017,289,111.00	161,331,825.00	15.859%	0.000%	15.859%	\$182,053,513.00	0.000%	17.896 %	Total:	\$182,053,513.00
								LEA-wide Total:	\$158,281,690.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$35,566,190.00

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	District-Wide Wellness Assessment and Planning Description: Develop and implement a comprehensive Wellness Assessment Plan to evaluate and address the wellness needs of all students, with a focus on the four interconnected parts of wellness: Body, Mind, Relationships, and Community.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,996,559.00	
1	1.2	Promoting Individual Wellness (Body and Mind) Description:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$62,909,746.00	

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 (%)
		Support students in developing healthy habits for their bodies and minds.						
1	1.3	Strengthening Collective Wellness (Relationships and Community) Description: Foster supportive relationships and a sense of belonging for all students, ensuring they feel connected to their peers, families, and communities.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,113,181.00	
1	1.4	Addressing Systemic Barriers to Wellness Description: Identify and address systemic barriers that prevent students from achieving wellness, with a focus on equity and inclusion.	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$10,388,578.00	
1	1.5	Reducing Suspensions and Expulsions for Schools with Red Indicators Description: Provide targeted support to schools and student groups identified with a red indicator on the California State Dashboard, ensuring access to Tier II and Tier III behavioral health services and restorative practices to reduce suspensions and	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,405,789.00	

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 (%)
		expulsions. Support will be specifically designed to meet the needs of Long-Term English Learners (LTELs) and other historically underserved student populations. *This is a required action in our LCAP. *See table at the end of this LCAP for Red performance levels in the 2023 CA Dashboard School Groups at Lowest Level by State Indicator						
2	2.3	Student-Centered Data Informed Decision Making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,161,668.00	
2	2.6	Culturally Responsive Literacy Support for High-Need Schools with Red performance on the California State Dashboard *This is a required action in our LCAP. See Attachment: 2023 CA Dashboard RED indicators	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$533,708.00	
2	2.7	Increase English Learner Progress Indicator (ELPI) rate for Schools with Red performance on the California State Dashboard	Yes	LEA-wide	English Learners	All Schools	\$18,575,567.00	
2	2.8	LTEL Support	Yes	LEA-wide	English Learners		See Action 2.7	
3	3.7	Math - Red Indicator	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$504,004.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		*This is a required action in our LCAP. See Chart at the end of this document: 2023 SDUSD Red Indicators on CA Dashboard.			Low Income			
4	4.1	Meaningful Diploma (School Experience) *Required by CDE Partially funded by the Learning Recovery Emergency Block Grant (LREBG)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$23,771,823.00	
4	4.2	Financial Literacy Guardrail	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Canyon Hills, Clairemont, Lincoln, Madison, Morse, San Diego High and Mt. Everest	\$2,005,941.00	
4	4.5	Future Ready (academic performance)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,482,438.00	
4	4.7	Belonging and Connectedness (school experience)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$11,650,363.00	
4	4.8	Targeted Intervention Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$21,554,148.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$464,107,374.00	\$476,403,526.00

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	Educating Our Educators Through an Equitable and Inclusionary Lens	Yes	\$8,774,918.00	\$7,864,949.00
1	1.2	Social-Emotional Learning	Yes	\$54,990,275.00	\$53,570,853.00
1	1.2.a	Social-Emotional Learning - Suspension/Expulsion	Yes	\$12,791,236.00	\$13,043,417.00
2	2.1	Professional Learning Communities (PLC)	No	\$6,291,127.00	\$5,206,290.00
2	2.2	Universal Support for All (Tier 1)	Yes	\$38,281,668.00	\$47,551,687.00
2	2.2.a	Universal Support for Multilingual Learners (Tier 1)	Yes	\$20,554,358.00	\$20,511,834.00
2	2.2.b	Universal Support for Early Learners (TK-2)	Yes	\$30,278,872.00	\$25,987,643.00
2	2.3	Chronic Absenteeism	Yes	\$88,417,208.00	\$101,632,246.00
2	2.4	Standards Based Curriculum	No	\$13,015,739.00	\$14,148,173.00
2	2.4.a	Standards Based Curriculum -Math	No	\$1,392,493.00	\$1,556,456.00
2	2.4.b	Standards Based Curriculum -ELA	No	\$5,944,250.00	\$3,085,775.00

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	2.5	Community Schools	Yes	\$6,183,897.00	\$6,570,633.00
2	2.6	Targeted Intervention Support	Yes	\$32,922,227.00	\$29,589,669.00
3	3.1	Meaningful Diploma (School Experience)	Yes	\$55,456,105.00	\$55,046,213.00
3	3.1.a	Meaningful Diploma (school experience)	No	\$22,487,011.00	\$24,112,349.00
3	3.2	Future Ready (academic performance)	Yes	\$42,731,956.00	\$40,552,906.00
3	3.2.a	Future Ready (academic performance)	No	\$2,249,748.00	\$4,439,724.00
3	3.3	Belonging and Connectedness (school experience)	Yes	\$17,964,354.00	\$18,502,318.00
4	4.1	Resources for Equity Multiplier Sites	No	\$3,379,932.00	\$3,430,391.00

2024-25 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)
\$155,232,247.00	\$164,657,019.00	\$168,460,520.00	(\$3,803,501.00)	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	Educating Our Educators Through an Equitable and Inclusionary Lens	Yes	\$3,360,343.00	\$3,231,649.00		
1	1.2	Social-Emotional Learning	Yes	\$25,808,441.00	\$15,758,078.00		
1	1.2.a	Social-Emotional Learning - Suspension/Expulsion	Yes	\$241,502.00	\$34,670.00		
2	2.2	Universal Support for All (Tier 1)	Yes	\$25,665,175.00	\$32,017,299.00		
2	2.2.a	Universal Support for Multilingual Learners (Tier 1)	Yes	\$17,578,076.00	\$17,687,477.00		
2	2.2.b	Universal Support for Early Learners (TK-2)	Yes	\$4,099,567.00	\$4,973,910.00		
2	2.3	Chronic Absenteeism	Yes	\$25,887,403.00	\$26,476,680.00		
2	2.5	Community Schools	Yes	\$3,336,351.00	\$2,748,872.00		
2	2.6	Targeted Intervention Support	Yes	\$9,207,675.00	\$8,039,072.00		
3	3.1	Meaningful Diploma (School Experience)	Yes	\$20,415,096.00	\$30,436,216.00		
3	3.2	Future Ready (academic performance)	Yes	\$16,385,723.00	\$14,343,716.00		
3	3.3	Belonging and Connectedness (school experience)	Yes	\$12,671,667.00	\$12,712,881.00		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$1,001,116,529.00	\$155,232,247.00	0	15.506%	\$168,460,520.00	0.000%	16.827%	\$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, Statutes 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 2025-26, 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 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 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 32526(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:

- 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).

California Department of Education
November 2024

Appendix: Crosswalk and Synopsis of LCAP Changes (2024–2025)

This appendix provides a comprehensive crosswalk and summary of substantive changes made between the San Diego Unified School District’s 2024 Local Control and Accountability Plan (LCAP) and the updated 2025 LCAP submitted for second reading approval on June 24, 2025.

In response to educational partner engagement, SDUSD aligned the 2025–26 LCAP with its new Student Outcomes Focused Governance model and Board-adopted Goals and Guardrails. Major structural revisions include:

- Reorganization of goals for clarity and alignment to Board priorities.
- Separation of literacy and mathematics into distinct goals.
- Establishment of a new goal for high-need schools (Goal 5).
- Integration of updated metrics and budget transparency mechanisms.

The following tables outline these changes, presenting a side-by-side crosswalk of goals and a detailed breakdown of actions and metrics by goal.

Crosswalk of 2024 and 2025 LCAP Goals

Goal #	2024 LCAP Goal Title	2025 LCAP Goal Title	Key Changes
1	Strengthening Social Emotional Development	Student Wellness	Broadened from social emotional development to comprehensive wellness, integrated systems for mental, physical, and community wellness. Includes new metrics and infrastructure like Wellness Index.
2	Increasing Academic Achievement through Broad and Challenging Curriculum	Effective Communication and Literacy	Separated literacy from mathematics; focused specifically on reading, communication, foundational skills, and culturally responsive instruction.
3	Increasing College and Career Preparedness	Problem Solving and Mathematics	Mathematics removed and made a standalone goal (Goal 3); now exclusively focused on college/career readiness, GPA, a-g completion, AP and CTE pathways.
4	Providing Targeted Support for State Designated Schools	College and Career Readiness	Realigned into Goal 5 with targeted supports for Equity Multiplier and CSI-designated schools; strategies are more localized and site-specific.
5	N/A (No explicit fifth goal in 2024 LCAP)	Delivering Targeted Supports for High-Need Schools	New goal established in 2025 LCAP focused on high-need schools; represents consolidated and enhanced Equity Multiplier initiatives with measurable equity actions.

Detailed Breakdown of Actions and Metrics by Goal

Goal #	2025 LCAP Goal Title	Actions and Metrics Summary
1	Student Wellness	1.1 Wellness Planning & Task Force 1.2 Physical & Mental Wellness 1.3 Family Engagement 1.4 Chronic Absenteeism 1.5 Suspension Alternatives
1	Student Wellness	Equity drivers, multi-tiered supports, and expanded SEL metrics including MySAEBRS, expulsion rates, and connectedness surveys.
2	Effective Communication and Literacy	2.1-2.2 Literacy Leadership and Curriculum 2.3 Data-Informed Decision Making 2.4 Standards-Based Curriculum 2.5 Family Literacy Events
2	Effective Communication and Literacy	Metrics include CAASPP ELA DFS, mClass (K-2), i-Ready (3-9), ELPI, reclassification rates, and family workshop attendance.
3	Problem Solving and Mathematics	3.1 Curriculum Access and Coherence 3.2 Family Engagement 3.3 Educator Training and Manipulatives
3	Problem Solving and Mathematics	Metrics: iReady Growth, CAASPP Math DFS, pacing guides, parent survey scores, curriculum access tools.
4	College and Career Readiness	4.1 Graduation Pathway Planning 4.2 GPA and D/F Rate Improvements 4.3 Career and College Counseling
4	College and Career Readiness	Metrics: Grad Rate, CCI, AP participation/pass rates, UC a-g completion, college course completion.
5	Delivering Targeted Supports for High-Need Schools	5.1 Site-based Plan Development 5.2 Resource Allocation and CSI Plan Oversight 5.3 Professional Development for High-Need Schools
5	Delivering Targeted Supports for High-Need Schools	Metrics: Red indicator focus (e.g., suspensions, chronic absenteeism), Equity Multiplier site performance, family engagement participation.

2023 CA Dashboard School Groups at Lowest Level by State Indicator ATTACHMENT

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

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

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

2023 CA Dashboard School Groups at Lowest Level by State Indicator ATTACHMENT

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

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

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

2023 CA Dashboard School Groups at Lowest Level by State Indicator ATTACHMENT

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

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



2025 CA Dashboard Local Indicator Responses

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

District Teacher Assignment Monitoring and Outcome (AMO) data are provided below*.

Source: DataQuest, 2022–23 school year.

Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown
5,050.9	89.2%	2.2%	0.6%	5.2%	2.6%	0.1%

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

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

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

(Priority 2) – Implementation of State Academic Standards

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

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

Ratings were based on the following scale (lowest to highest):

- 1 – Exploration and Research Phase;
- 2 – Beginning Development;
- 3 – Initial Implementation;
- 4 – Full Implementation;
- 5 – Full Implementation and Sustainability.

Principal rating averages, from the 5-point scale, are shown below:

- English Language Arts: 4.3
- English Language Development: 4.0
- Mathematics: 4.2
- Science: 3.7
- History/Social Science: 3.7
- Career Technical Education: 3.5



2025 CA Dashboard Local Indicator Responses

- Health: 3.5
 - Physical Education: 4.2
 - Visual and Performing Arts: 4.0
 - World Languages: 4.0
-

(Priority 3) – Parental Involvement and Family Engagement

Building Relationships Between School Staff and Families

- 1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – **Initial Implementation**; 4 – Full Implementation; 5 – Full Implementation and Sustainability

- 2. Rate the LEA's progress in creating welcoming environments for all families in the community.**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – **Initial Implementation**; 4 – Full Implementation; 5 – Full Implementation and Sustainability

- 3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – **Initial Implementation**; 4 – Full Implementation; 5 – Full Implementation and Sustainability

- 4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – **Initial Implementation**; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

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

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

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



2025 CA Dashboard Local Indicator Responses

Building Partnerships for Student Outcomes

- 5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – **Initial Implementation**; 4 – Full Implementation; 5 – Full Implementation and Sustainability

- 6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – **Initial Implementation**; 4 – Full Implementation; 5 – Full Implementation and Sustainability

- 7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – **Initial Implementation**; 4 – Full Implementation; 5 – Full Implementation and Sustainability

- 8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – **Initial Implementation**; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

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

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

Seeking Input for Decision Making

- 9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – **Initial Implementation**; 4 – Full Implementation; 5 – Full Implementation and Sustainability

- 10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – **Initial Implementation**; 4 – Full Implementation; 5 – Full Implementation and Sustainability

- 11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – **Initial Implementation**; 4 – Full Implementation; 5 – Full Implementation and Sustainability

- 12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement, and evaluate family engagement activities at the school and district levels.**



2025 CA Dashboard Local Indicator Responses

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – **Initial Implementation**; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Current Strengths:

The Family Engagement Team effectively supports participation and capacity building with schools, district leadership, district advisory groups, and families in school communities. We hold monthly meetings with the Advisory/Committee chairs to build capacity, engage in effective decision-making regarding the Local Control and Accountability Plan (LCAP) and the School Plan for Student Achievement (SPSA), and to seek input to inform our next collaborative steps. The team ensures that a Family Engagement representative attends each meeting and provides families with updates on academic strategies, resources for parents, and information about school and community events. In addition, the Family Engagement team supports school teams, including the Site Governance Team (SGT), School Site Council (SSC), Parent-Teacher Association (PTA), Attendance Team, Family Circles, and site-based leadership teams, in outreach, planning, learning sessions, and resource development.

Our improvement plan will include developing an annual program evaluation survey. The survey will enable families, teachers, principals, and district administrators to assess the activities offered to parents at schools and community locations. The data gathered from the evaluations will guide decisions to adjust and refine the work of the Family Engagement Team.

(Priority 6) – School Climate

The district has historically conducted a census administration of the California Healthy Kids Survey (CHKS) at the secondary level for many years, initially on an every-other-year basis. Starting in 2016, the Grade 5 survey was introduced, and the administration switched to an annual format. However, in response to feedback from site and district leaders about limitations in previous surveys and participation rates that remained between 69.5% and 72.1% over the past three years in grades 5, 7, 9, and 11, the district developed and administered the SDUSD Student Survey in lieu of the CHKS for the 2024-25 school year.

The SDUSD Student Survey was administered between January 7 and January 24, 2025, achieving an impressive 80.8% participation rate with 65,771 student participants across grades 3-12. The survey was conducted primarily on district Chromebooks to ensure seamless access, with minimal opt-outs reported.

The results from the 2025 survey are shown below. The survey utilized a 5-point Likert scale where positive responses are defined as students selecting "4" (Agree) or "5" (Strongly Agree). Results reflect the percentage of students who responded positively to key school climate indicators aligned with LCAP Priority 6 requirements.

School Safety Results

Students reported feeling safe at school and having access to trusted adults. The results by grade level show:

School Safety by Grade Level

Grade Level	Percentage Feeling Safe	Percentage with Trusted Adult
Grade 5	72%	68%
Grade 7	58%	57%
Grade 9	63%	55%
Grade 11	64%	64%



2025 CA Dashboard Local Indicator Responses

Overall	67%	64%
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School Safety by Race/Ethnicity

Race/Ethnicity	Percentage Feeling Safe
American Indian or Alaska Native	59%
Asian	68%
Black or African American	61%
Hispanic or Latinx	65%
Native Hawaiian or Pacific Islander	65%
White	70%
Two or More Races	67%
Overall	67%

School Connectedness Results

The SDUSD Student Survey includes questions measuring school connectedness and belonging, similar to the California Healthy Kids Survey connectedness scale. The connectedness scores provided below reflect percentages of students responding "Agree" or "Strongly Agree" to belonging and support questions.

School Connectedness by Grade Level

Grade Level	School Belonging	Teacher Support
Grade 5	66%	68%
Grade 7	55%	52%
Grade 9	54%	53%
Grade 11	51%	56%
Overall	60%	61%

School Connectedness by Race/Ethnicity

Race/Ethnicity	School Belonging
American Indian or Alaska Native	52%
Asian	61%
Black or African American	56%



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Hispanic or Latinx	57%
Native Hawaiian or Pacific Islander	61%
White	63%
Two or More Races	60%
Overall	60%

Analysis of Results

The overall results show areas of strength and opportunities for improvement in school climate across the district. For school safety, Grade 5 students report the highest levels of feeling safe (72%), with a notable decline in Grade 7 (58%) before modest improvements in Grades 9 and 11. This pattern is similar to trends typically observed in CHKS data nationally, where middle school represents a challenging transition period.

Results for racial/ethnic groups reveal that White students report the highest levels of feeling safe (70%), while American Indian or Alaska Native students report the lowest levels (59%). Black or African American students and Hispanic or Latinx students show safety perceptions below the district average, indicating areas for targeted intervention.

For school connectedness, Grade 5 shows the strongest results for both belonging (66%) and teacher support (68%), with secondary grade levels showing lower percentages. The racial/ethnic group results for belonging mirror the safety patterns, with American Indian or Alaska Native students reporting the lowest sense of belonging (52%) and White students reporting the highest (63%).

Comprehensive School Climate Measures

The SDUSD Student Survey provides additional insights beyond traditional safety and connectedness measures, exploring eight critical areas: School Climate, Sense of Belonging, Teacher-Student Relationships, School Safety, Grit, Growth Mindset, Self-Efficacy, and Self-Management. Key findings from the comprehensive survey include:

- **Growth Mindset:** 74% of students believe they can improve if they try
- **Goal Persistence:** 71% of students are likely to try again if they fail to reach an important goal
- **Teacher Care:** 70% of students feel their teachers care about their success
- **Academic Confidence:** 62% of students feel confident in achieving their academic goals

Support and Implementation

Schools have been provided with interactive dashboards and data analysis protocols to facilitate site-level analysis and action planning. The survey results will be integrated into Single Plans for Student Achievement (SPSA) to ensure data-driven improvements in school climate.

Areas for continued focus include:



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- Supporting middle school transitions, particularly in Grade 7 where multiple indicators show declines
- Addressing disparities experienced by American Indian or Alaska Native students and other underrepresented groups
- Strengthening help-seeking behaviors and adult connections for students across all grade levels
- Building students' self-management and task management skills

The district will continue to use this annual survey data to track progress on school climate improvement initiatives and implement supports and programs to address the needs of individual students and groups of students, fulfilling the requirements of LCAP Priority 6 while providing actionable data for continuous improvement.

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

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

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

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

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

3. **Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.**
 - Insufficient state funding precludes providing the desired level of non-core programming.
 - Repeating core courses in high school limits some students' ability to take elective courses.
4. **In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?**

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



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