

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Dieguito Union High School District

CDS Code: 37-68346-0000000

School Year: 2024-25

LEA contact information:

Bryan Marcus

Associate Superintendent of Educational Services

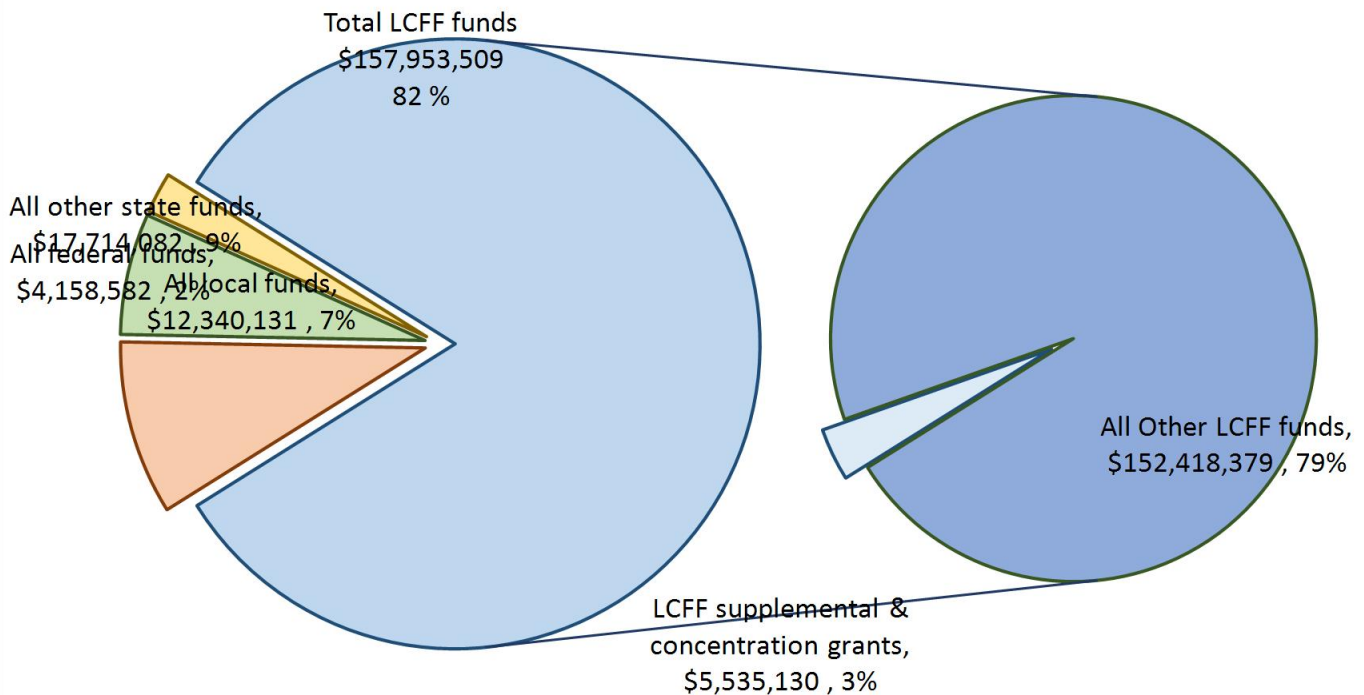
bryan.marcus@sduhsd.net

760-753-6491

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

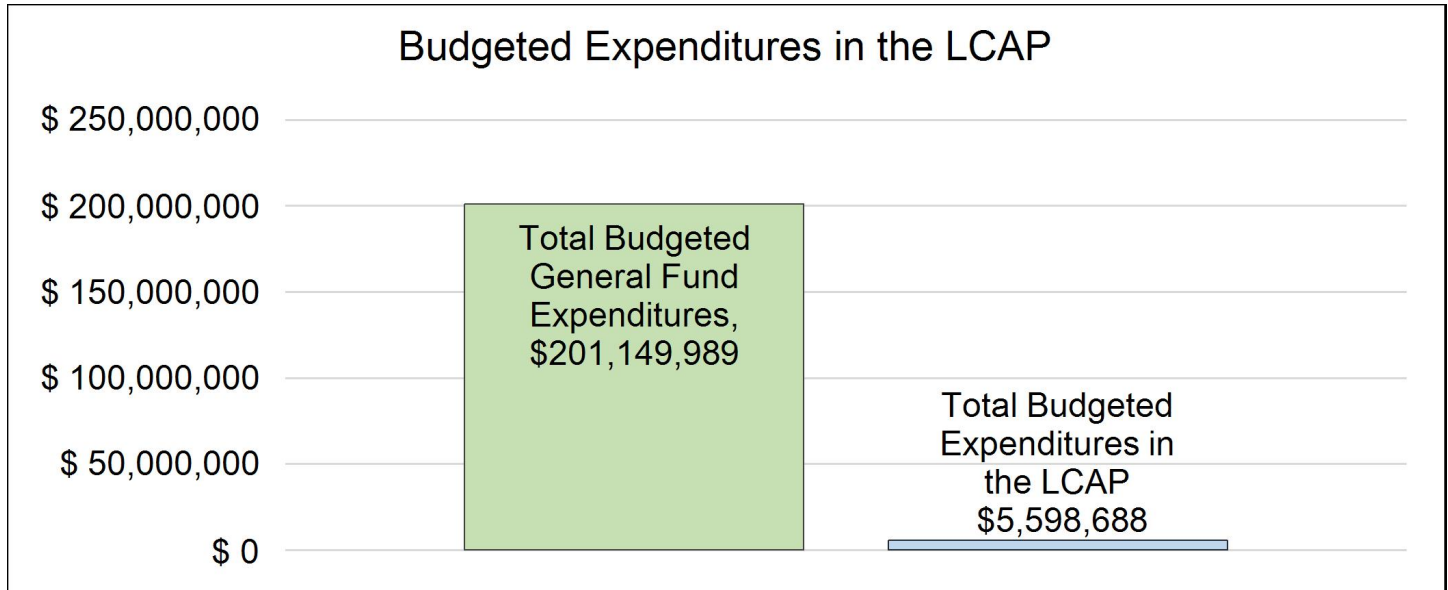


This chart shows the total general purpose revenue San Dieguito Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Dieguito Union High School District is \$192,166,304, of which \$157,953,509.00 is Local Control Funding Formula (LCFF), \$17,714,082.00 is other state funds, \$12,340,131.00 is local funds, and \$4,158,582.00 is federal funds. Of the \$157,953,509.00 in LCFF Funds, \$5,535,130.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: San Dieguito Union High School District plans to spend \$201,149,989.00 for the 2024-25 school year. Of that amount, \$5,598,688.00 is tied to actions/services in the LCAP and \$195,551,301 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

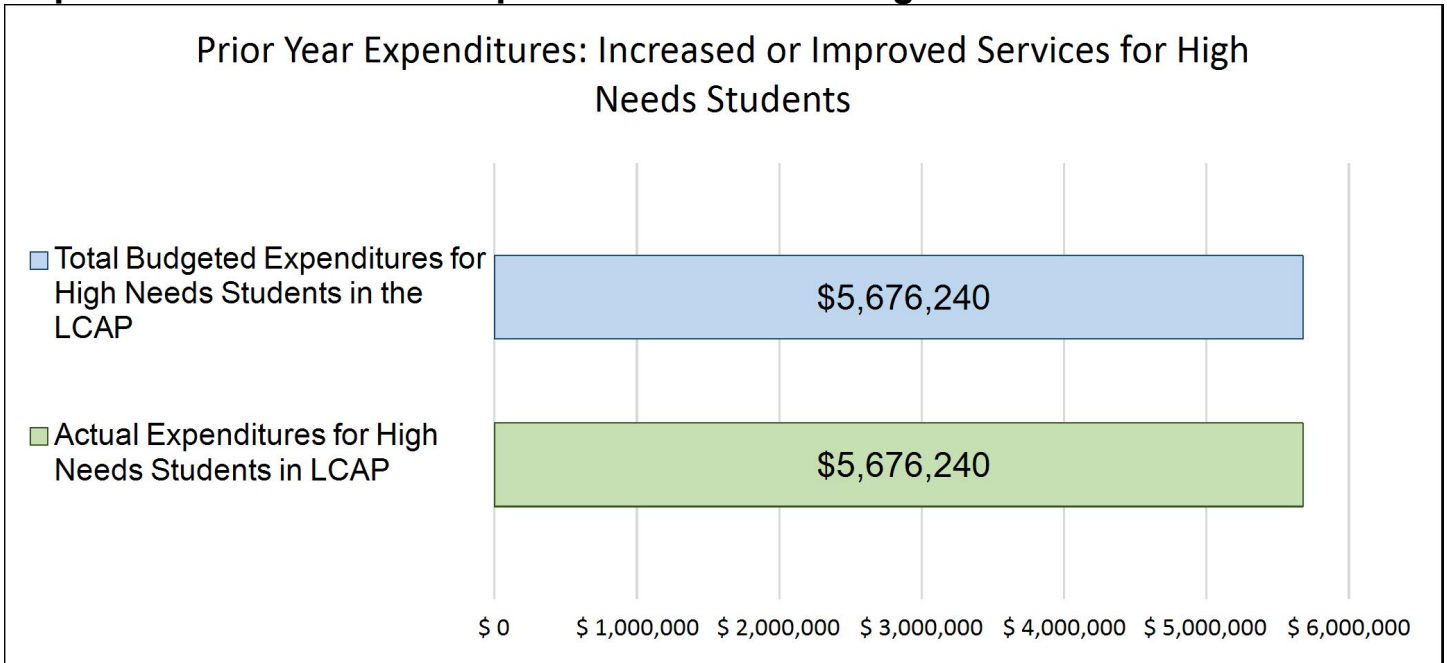
Salaries, benefits, routine maintenance, transportation, facilities, supplies, and other student services and programs.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, San Dieguito Union High School District is projecting it will receive \$5,535,130.00 based on the enrollment of foster youth, English learner, and low-income students. San Dieguito Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. San Dieguito Union High School District plans to spend \$5,598,688.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2023-24, San Dieguito Union High School District's LCAP budgeted \$5,676,240.00 for planned actions to increase or improve services for high needs students. San Dieguito Union High School District actually spent \$5,676,240.00 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Dieguito Union High School District	Bryan Marcus Associate Superintendent of Educational Services	bryan.marcus@sduhsd.net 760-753-6491

Goals and Actions

Goal

Goal #	Description
1	Equity and Access: Identify and address inequities in current district and school systems, programs, policies, and practices to ensure every student has equitable access to educational programs to meet their postsecondary goals.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site. Parent/Guardian-Participation in annual climate survey (CalSCHLS parent survey)	<p>2020-2021 Educational Partner Survey participation: 4,698 responses</p> <p>Educational partner survey participation data</p> <p>73% parents and/or guardians</p> <p><1% community members</p> <p>21% students</p> <p>5% staff members</p> <p>15% identified as EL students and/or families</p> <p>53% identified as participating in Advanced Placement and/or Honors courses</p> <p>The LCAP ThoughtExchange showed participation</p>	<p>Participation in the annual educational partner survey was very low due to a variety of reasons. Only 600 total participants.</p> <p>Participation data</p> <p>68% parents and/or guardians</p> <p><1% community members</p> <p>16% students</p> <p>13% staff members</p> <p>ThoughtExchange contract was not renewed.</p>	<p>2022-23 Educational Partners Survey participation:</p> <p>87.5% of middle school students</p> <p>79.5% of high school students</p> <p>18% of families</p> <p>42% of staff members</p> <p>Of the 2,300 families who participated in the survey, 55% identified as White, 17% Asian, 7% Hispanic/Latinx, 1%, Filipino, 11% two or more races, 10% declined to state. This closely reflects the demographics of our SDUHSD community except that important groups either declined to state the race they identify with or did not</p>	<p>2023-24 Educational Partners Survey participation:</p> <p>90.2% of middle school students</p> <p>65% of high school students</p> <p>18% of families</p> <p>66% of staff members</p> <p>Of the 2,225 families who participated in the survey, self-reported demographics are as follows:</p> <p>60% identified as White</p> <p>9% Asian,</p> <p>7% Hispanic/Latinx,</p> <p>1%, Filipino,</p> <p>9% two or more races,</p> <p>10% declined to state.</p>	<p>2020-2021 educational partner survey participation:</p> <p>At least 50% of families participate in educational partner input surveys with a representative sample from each school site</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>from 3,105 educational partners who shared 1,885 thoughts about the most important things our district should focus on to equitably support ALL students over the next 3 years.</p>		<p>participate including our families who identify as Black or African American, American Indian or Alaska Native, and Native Hawaiian or Pacific Islander.</p>		
<p>2. Programs and services developed and provided to unduplicated pupils- CTE pathway completion and course enrollment for unduplicated students</p>	<p>CTE pathway completion 9.5% of students in grades 10-12 who completed a CTE course pathway were unduplicated students in 2020-2021</p> <p>CTE course enrollment by demographics 2019-20 Total CTE enrollment = 5928 2% of students who are EL are enrolled in at least one CTE course 9.5% of students who live in a household with low income are enrolled in at least one CTE course</p>	<p>May 2022 CTE enrollment for ELs and low socioeconomic students increased by 1% and 2% respectively. 10% of students with disabilities are enrolled in at least one CTE course. CTE completer data will be available after June 30, 2022.</p>	<p>2022-23 Total CTE enrollment compared to baseline Total CTE student enrollment = 6,501 students (+)</p> <p>2.2% (+0.2%) of students who are EL are enrolled in at least one CTE course</p> <p>16% (+6.5%) of students who live in a household with low income are enrolled in at least one CTE course</p> <p>8% (+1%) of students with disabilities are enrolled in at least one CTE course</p>	<p>23-24 CTE Enrollment compared to baseline: Total CTE student enrollment = 6,551 students (+0.7%)</p> <p>2.6% of students who are EL are enrolled in at least one CTE course (+.6%)</p> <p>17.4% of students who live in a household with low income are enrolled in at least one CTE course (+7.9%)</p> <p>8.3% of SWD are enrolled in at least one CTE course. (+1.3%)</p>	<p>CTE Enrollment increases each year by 1%, 2% for students who are EL or living in a household with low income</p> <p>CTE course pathway completion for unduplicated students will increase to reflect the demographics of the district.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	7% of students with disabilities are enrolled in at least one CTE course				
3. Programs and services developed and provided to students with exceptional needs- number of students participating in Co-Taught programs	2020-2021 SIS data shows that # of students in co-taught programs 270 (33.8%) high school SWDs are enrolled in a co-taught ELA class 193 (24%) high school SWDs are enrolled in a co-taught Math class 72 (9%) high school SWDs are enrolled in a co-taught Science class 96 (12%) high school SWDs are enrolled in a co-taught Social Studies class 151 (33.7%) middle school SWDs are enrolled in a co-taught ELA class 141 (31.5%) middle school SWDs are enrolled in a co-taught Math class	2021-2022 student information system data on the number of students in co-taught programs: 236 (30.4%) high school SWDs are enrolled in a co-taught ELA class (-3.2%) 146 (19%) high school SWDs are enrolled in a co-taught Math class (-5%) 95 (12%) high school SWDs are enrolled in a co-taught Science class (+3%) 88 (11%) high school SWDs are enrolled in a co-taught Social Studies class (-1%) 200 (43%) middle school SWDs are enrolled in a co-taught ELA class (+9%)	2022-23 student information system data on the number of students in co-taught programs compared to baseline: 326 (36.84%) high school SWDs are enrolled in a Co-Taught ELA class for the 2022-2023 school year. (+3.04%) 217 (24.52%) high school SWDs are enrolled in a Co-Taught Math class for the 2022-2023 school year. (+.52%) 177 (20%) high school SWDs are enrolled in a Co-Taught Science class for the 2022-2023 school year. (+11%)	2023-24 student information system data on the number of students in co-taught programs compared to baseline: 459 (53%) high school SWDs are enrolled in a Co-Taught ELA class for the 2023-2024 school year. (+19.2%) 265 (30.66%) high school SWDs are enrolled in a Co-Taught Math class for the 2023-2024 school year. (+6.66%) 214 (24.71%) high school SWDs are enrolled in a Co-Taught Science class for the 2023-2024 school year. (+15.71%)	Increase the number of students participating in co-taught classes by 5%, particularly for Science and Math

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>15 (3%) middle school SWDs are enrolled in a co-taught Science class</p> <p>12 (2.7%) middle school SWDs are enrolled in a co-taught Social Studies class</p>	<p>171 (37%) middle school SWDs are enrolled in a co-taught Math class (+6%)</p> <p>6 (1.5%) middle school SWDs are enrolled in a co-taught Science class (-1.5%)</p> <p>23 (5%) middle school SWDs are enrolled in a co-taught Social Studies class (+2%)</p>	<p>107 (12.09%) high school SWDs are enrolled in a Co-Taught Social Science class for the 2022-2023 school year (-.09)</p> <p>242 (51.38%) middle school SWDs are enrolled in a co-taught ELA class for the 2022-2023 school year. (+17.68%)</p> <p>182 (38.64%) middle school SWDs are enrolled in a Co-Taught Math class for the 2022-2023 school year. (+4.94)</p> <p>0 middle school SWDs are enrolled in a Co-Taught Science class for the 2022-2023 school year. (-3%)</p> <p>22 (4.67%) middle school SWDs are enrolled in Co-Taught Social Studies classes for the 2022-2023 school year. (+1.97)</p>	<p>94 (10.85%) high school SWDs are enrolled in a Co-Taught Social Science class for the 2023-2024 school year (-1.15%)</p> <p>294 (61.89%) middle school SWDs are enrolled in a co-taught ELA class for the 2023-2024 school year. (+28.19%)</p> <p>171 (36%) middle school SWDs are enrolled in a Co-Taught Math class for the 2023-2024 school year. (+4.5)</p> <p>24 (5%) middle school SWDs are enrolled in a Co-Taught Science class for the 2023-2024 school year. (+2%)</p> <p>29 (6%) middle school SWDs are enrolled in Co-Taught Social Studies classes for the 2023-2024 school year. (+3.3%)</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				*SWD stands for students with disabilities	
<p>4. Promote parental participation in programs for unduplicated pupils-</p> <p>Parent participation will be promoted by message through multiple methods in their home language, utilizing Parent Square. Special outreach for parents in these subgroups will occur to encourage attendance at school parent events, such as committee meetings and Principals’ Coffee Chats.</p>	<p>The 2019-2020 LCAP educational partner survey revealed the top forms that stakeholders prefer to receive communication is email (93%), text messages (49%), phone calls (14%) and district/school websites (38%).</p> <p>SDUHSD and sites sent out a total of 32,537 outreach messages via email and 19,729 messages via text to a total of 34,317 educational partners.</p> <p>Parent meetings include Parent Curricular Advisory Committee (PCAC), District Advisory Committee (DAC), English Learner</p>	<p>Parent educational partners elected to receive communications via email (94%; 21,281), text message (5%; 1,146) and via the ParentSquare mobile app (6%; 1,413).</p> <p>SDUHSD and sites sent out a total of 3,972 outreach messages via email and text message, and 133 emergency alerts via text to a total of 59,179 educational partners.</p>	<p>Parent educational partners elected to receive communications via email (95%; 21,268), text message (5%; 1,013) and via the ParentSquare mobile app (6%; 1,304).</p> <p>SDUHSD and sites sent out a total of 1,513 outreach messages via email and text message, and 156 emergency alerts via text to a total of 55,772 educational partners.</p> <p>All schools promote family participation at school and one measure of those efforts is the parent responses on the CA School Parent Survey. 2023 CA School Parent Survey results compared to prior</p>	<p>Parent educational partners elected to receive communications via email (96%; 20973), text message (4%; 805) and via the ParentSquare mobile app (13%; 2,083).</p> <p>SDUHSD and sites sent out a total of 1,660 outreach messages via email and text message, and 113 emergency alerts via text to a total of 52,520 educational partners.</p> <p>All schools promote family participation at school and one measure of those efforts is the parent responses on the CA School Parent Survey.</p>	<p>ParentSquare data shows an increase in community outreach messaging as well as messaging sent in multiple languages. # of families who requested and received transportation support</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Advisory Committee, School Site Council, and Principals Coffee		<p>year, percent of families who agree/strongly agree with each statement</p> <p>Safety:</p> <ul style="list-style-type: none"> 88%, Parents feel their school is a safe place for their child. <p>School Connectedness:</p> <ul style="list-style-type: none"> 72%, Parents feel welcome to participate at this school. 89%, School staff treat parents with respect. <p>71%, School staff take parent concerns seriously.</p> <ul style="list-style-type: none"> 81%, School promptly responds to my phone calls, messages, or emails 78%, School encourages 	<p>2024 CA School Parent Survey results compared to prior year, percent of families who agree/strongly agree with each statement:</p> <p>Safety:</p> <p>90% Parents believe their school is a safe place for their child.</p> <p>School Connectedness:</p> <p>78% Parents feel welcome to participate at this school.</p> <p>89%, School staff treat parents with respect.</p> <p>72%, School staff take parent concerns seriously.</p> <p>80%, School promptly responds to my phone calls, messages, or emails</p> <p>82%, School encourages parents to be an active partner with the school in educating my child</p> <p>57%, School actively seeks the input of</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>parents to be an active partner with the school in educating my child</p> <ul style="list-style-type: none"> 57%, School actively seeks the input of parents before making important decisions. <p>Parents can get involvement at school or within the District by serving on various committees including, School Site Council, School English Learner Advisory Committee, District Parent Curricular Advisory Committee (PCAC), District Superintendent Committee (DAC), District English Learner Advisory Committee (DELAC). Families can also get involved at school by</p>	<p>parents before making important decisions.</p> <p>Parents can get involved at school or within the District by serving on various committees including, School Site Council, School English Learner Advisory Committee, District Parent Curricular Advisory Committee (PCAC), District Superintendent Committee (DAC), District English Learner Advisory Committee (DELAC). Families can also get involved at school by attending school activities and meetings including Principal's Coffee.</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			attending school activities and meetings including Principal's Coffee.		
5. Course enrollment data for AP/IB/H by students group compared to district demographics	19-20 course enrollment data: 65% of SDUHSD students are enrolled in at least one AP or Honors course. 6% of those students are Low Income (13% of district enrollment are socioeconomically disadvantaged students) 1% of AP enrollment are EL (4% of district enrollment are EL). 19% of EL population are enrolled in AP Honors. School Enrollment in AP or Honors: PTMS: 71% CVMS: 64% DMS: 52% OCMS: 41% EWMS: 64% SDA: 64% TPHS: 64% LCCHS: 57% CCA: 84%	66% of students are enrolled in at least one advanced course (AP, IB, or Honors). Percentage of students from each grade level who are enrolled in at least one advanced course: 7= 58% 8= 58% 9= 58% 10=67% 11= 75% 12= 74% 20% of students who are English Learners are enrolled in at least one advanced course 16% of students with IEPs are enrolled in at least one advanced course	22-23 course enrollment data compared to baseline: 66% (+1%) of SDUHSD students are enrolled in at least one AP, IB or Honors course. 10.8% (+4.8%) of students enrolled in advanced courses are students from a household with low income (19.5% of district enrollment are socioeconomically disadvantaged students) 1% (=) of students enrolled in advanced courses are English Learners (4% of district students are EL) 18.5% of our EL students are enrolled	23-24 course enrollment data compared to Year 1 outcomes (*data reporting shifted from school site reporting to grade level reporting): Middle School 64% of 7-8 grade students are enrolled in at least one advanced course (Honors) 7= 63% (+5%) 8= 65% (+7%) High School 72% of 9-12 grade students are enrolled in at least one advanced course (AP, IB, or Honors) 9 = 59% (+1%) 10 = 65% (-2%) 11 =74% (-1%)	Maintain high participation in AP/IB and Honors courses. Course enrollment in AP and Honors courses reflects the demographics of the district and each school.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			in at least one AP/IB/Honors course.	12 = 72% (-2%)	
6. Course enrollment data in below grade level and intervention courses by students group compared to district demographics	2020-2021 course enrollment data of below grade level math courses for students in grades 7-9 Grade 7= 10% Grade 8= 10% Grade 9= 10% EL= 45% Socioeconomically disadvantaged= 31%	2021-22 Enrollment in below grade level classes: Grade 7=13.3% Grade 8=12.4% Grade 9=12.7% EL= 58.6% Special Education= 53.0%	2022-23 course enrollment data of below-grade level math courses for students in grades 7-9 compared to baseline Grade 7= 13.5% (+3.5%) Grade 8= 13.3% (+3.3%) Grade 9= 12.3% (+2.3%) 46% (+1%) of students who are EL in grades 7-9 are enrolled in a below-grade-level math course 45% (-8%) of students with disabilities with an IEP in grades 7-9 are enrolled in a below-grade-level math course	2023-24 course enrollment data of below-grade level math courses for students in grades 7-9 compared to baseline Grade 7 = 198 (11%) +1% Students enrolled in Math AE Grade 8 = 193 (9%) - 1% Students enrolled in Math BE Grade 9 = 259 (12 %) +2% Students enrolled in Math Readiness EL = 142 (51%) +6% students who are MLL/EL in grades 7-9 who are enrolled in a below grade-level (Math AE, BE, & Readiness)	Decrease the percentage of students in grades 7-9 who are participating in below grade level math courses. Course enrollment data in below grade level and intervention courses does not show the overrepresentation of any one student group.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				*Y1 discontinued reporting of socioeconomically disadvantaged students, as we are no longer able to track this data for privacy	
7. Gender disproportionality in target CTE courses	19-20 Percentage of female enrollment: Building and Construction Trades= 10% Education, Child Development, and Family Services= 93% Engineering and Architecture= 21% Information and Communication Technologies= 21% Transportation= 8% Manufacturing and Product Development= 41%	Semester 1 CTE enrollment data: Building and Construction Trades: 19.5% Education, Child Development and Family Services: 96% Engineering and Architecture: 24.3% Information and Communication Technologies: 23.2% Transportation: 10% Manufacturing and Product Development= 41%	21-22 Percentage of female enrollment in CTE pathways compared to baseline: Building and Construction Trades: 13% (+3%) Education, Child Development, and Family Services: 93% (=) Engineering and Architecture: 24% (+3%) Information and Communication Technologies: 23% (-+2%) Transportation: 8.5% (+0.5%) Manufacturing and Product Development: 42% (+1%)	22-23 Percentage of female enrollment in CTE pathways compared to baseline: Building and Construction Trades: 19% (+ 9%) Education, Child Development and Family Services: 84% (-9%) Engineering and Architecture: 27% (+6%) Information and Communication Technologies: 22% (+1%) Transportation: 16% (+8%) Manufacturing and Product Development: 43% (+2%)	Improve gender equity in targeted CTE courses and pathways. CTE female enrollment increases each year by 1% in each of the targeted CTE courses.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
8. Attendance data- Chronic Absenteeism rates for target student groups	<p>2019-2020 Chronic Absenteeism data from CALPADS report 14.1</p> <p>All students= 6.76% English Learners= 8% Socioeconomically Disadvantaged= 7.2%</p>	<p>Chronic Absenteeism rates for 2020-21:</p> <p>All students= 12.2% Middle School= 10.3% High School= 13.3% English Learners= 21% Students with Disabilities= 19.9% Hispanic= 19.1% Black= 18.5%</p>	<p>21-22 Chronic absenteeism rates compared to baseline</p> <p>All students= 22% (+14.7%) English Learners= 29.5% (+11%) Socioeconomically Disadvantaged= 34% (+15.9%)</p>	<p>22-23 Chronic Absenteeism rates compared to baseline using the California School Dashboard report. **Note: For the 19-20, and 20-21 school years, chronic absenteeism data was not reported on the Dashboard due to the pandemic, and thus, a metric that reflected the standard during that time was used for the Baseline and Y1 metric. In the 23-24, the California Dashboard resumed and rates were published using the indicator colors. Use caution in comparing these rates to the baseline.</p> <p>Rates for the 2022-2023 School Year using the California School Dashboard rates and indicator colors are as follows:</p>	<p>Chronic absenteeism rates for students who are EL and Socioeconomically Disadvantaged will decrease by 5% and decrease by 10% for students who are experiencing homelessness.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>All Students: 11.2% (Yellow) English Learners: 10.9% (Yellow) Socioeconomically Disadvantaged: 20.7% (Yellow)</p>	
<p>9. Diversity, Equity, and Inclusion (DEI) Committee Work</p>	<p>District will begin DEI work in partnership with SDCOE in the 20-21 school year with training and discussions with district and site leadership</p>	<p>The District partnered with the San Diego County Office of Education to engage diversity, equity, and inclusion work throughout the 21-22 school year. Each school site has created teams made up of certificated and classified staff as well as a district DEI team to meet on a monthly basis with the SDCOE. School sites are aligning DEI work to their SPSAs.</p>	<p>The District continued its partnership with the San Diego County Office of Education to provide diversity, equity and inclusion coaching with principals and site teams. Each team has utilized Year 2 learning around issues of equity and has led professional learning for their school staff; covering topics of equity and raising awareness to issues of equity. In addition, Principals have elevated student voices for issues regarding equity by having listening sessions.</p>	<p>All 10 SPSAs were Board approved in August and reflect ongoing equity work.</p> <p>SDUHSD and SDCOE have partnered to conduct listening circles and elevate student voice from January-March of this year.</p> <p>2024 CA School Staff Survey results compared to the prior year, percent of staff who agree/strongly agree with each statement:</p> <p>Students respect each other's differences = 79% (+5%) Adults from this school respect</p>	<p>Each school site has implemented a DEI action plan and is monitoring outcomes.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>As school sites have aligned their DEI work to their SPSAs as their action plans, teams will continue to adapt their SPSAs to reflect their on-going equity work.</p> <p>2023 CA School Staff Survey results compared to the prior year, percent of staff who agree/strongly agree with each statement</p> <p>Students respect each other's differences = 74% (-2%)</p> <p>Adults from this school respect differences in students = 94% (+1%)</p> <p>Teachers show that they think it is important for students of different races and cultures at this school to get along with each other = 95% (+2%)</p> <p>Our schools emphasize using instructional materials that reflect the culture or ethnicity of its</p>	<p>differences in students = 97% (+3%)</p> <p>Teachers show that they think it is important for students of different races and cultures at this school to get along with each other = 96% (+1%)</p> <p>Our schools emphasize using instructional materials that reflect the culture or ethnicity of its students. = 79% (+4%)</p> <p>Our schools have staff examine their own cultural biases through professional development or other processes. = 84% (+9%)</p> <p>Our schools have high expectations for all students, regardless of their race, ethnicity, or nationality. = 90% (=)</p> <p>Our schools foster an appreciation of student diversity and respect for each other. = 91% (=2%)</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>students. = 75% (+4%) Our schools have staff examine their own cultural biases through professional development or other processes. = 88% (+12%) Our schools have high expectations for all students, regardless of their race, ethnicity, or nationality. = 90% (=) Our schools foster an appreciation of student diversity and respect for each other. = 89% (=)</p>		
<p>10. Promote parental participation in programs for individuals with exceptional needs- parent/guardian participation in annual and triennial IEPs</p>	<p>Parental participation is required as a part of the IEP team and data is tracked through the IEP. In 2019-2020, 99.7% of parents participated in their student’s IEP meeting. There are also opportunities for parents to participate in site and district based special</p>	<p>99.8% of parents/guardians participated in their students annual or triennial IEP.</p>	<p>93.5% of parents/guardians have participated in their student’s annual or triennial IEP to date in the 22-23 school year. (-6.2% compared to baseline)</p>	<p>94.38% of parents/guardians have participated in their student’s annual or triennial IEP to date in the 23/24 school year. (-5.32% compared to baseline; +0.88 since 22/23)</p>	<p>100% of parents/guardians participate in their student’s annual or triennial IEP</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>education committees. The Special Education Local Plan Area (SELPA), which is the North Coastal Consortium for Special Education (NCCSE) also hosts parent information sessions and courses, and has both district and SELPA parent representatives on their Community Advisory Committee (CAC) and CAC Executive Board. SDUHSD parents have taken part in all of these parent focused programs. Each school site also has representation on their local School Site Council by parents of students with disabilities</p>				

Goal Analysis

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

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

All actions implemented as planned, there are no substantial differences.

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.

All expenditures made as planned, no significant differences.

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

This equity and access goal was designed to address the need to raise consciousness about issues of equity and build capacity with site teams to begin to address systemic flaws within our system. Through partnerships with the San Diego County Office of Education and the National Conflict Resolution Center, we were able to make strides in shifting mindsets to orient administrators and staff towards access and equity. Qualitative data collected from these partnerships highlight the desire for educational partners, students, and faculty to continue to work to prioritize inclusion and access to rigorous coursework.

The metrics show that students are enjoying more access to honors and AP courses, while the number of students placed in below grade level courses has remained relatively flat. There was a slight increase in the number of English Learner students enrolling in below grade level math coursework, and that, coupled low math performance on the Dashboard for English Learners, suggest this action worked for some but not ALL students. An intentional focus on the outcomes in math achievement for multilingual learners is warranted in the new LCAP. Additionally, SDUHSD is making strides in closing the gender gap with access to CTE pathways, with an increase in each area except for education. This increase suggests efforts to attract female students towards CTE were effective.

Additional efforts were made to support the needs of students in foster care, experiencing homelessness, or economic hardship to provide support with connectivity to the internet (hot spots) and transportation. This goal was shown to be essential to the success of students in these groups evidenced by attendance data and academic data, and is being continued in the new LCAP. Funding for these goals will vary, as San Diego MTS is providing a grant for transportation and we are also expecting a grant for hotspots and connectivity.

The data highlighted in the boxes above shows that while many of the desired outcomes for this goal were achieved, there was not significant growth beyond that, such as with gender equity in CTE. Other metrics, such as parent participation in IEP meetings, still need attention. Our LCAP engagement work included conversations with students, staff, and families. The data gathered from these highlight the need for more work to be done to remove barriers to access for some of our student groups, and suggest that this goal and actions are not producing the results we want for all students in our system. Our metrics also show room for growth with parent communication. For this reason, in the new LCAP, a specific access goal will be created to address student access to learning, and a belonging goal will be created to address the needs of students, staff, and family as we work to create a more inclusive and accessible environment.

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

Our new three year LCAP is an opportunity to refine and refresh the goals created three years ago. As we craft the new 24-25 LCAP, we noticed that in the wake of the pandemic, student needs dramatically shifted. LCAP engagement sessions with students, staff, and families highlighted the fact the needs of each and every student are different, and that it is imperative that we create the conditions necessary to optimize the academic success of each student. In the new LCAP, each goal is designed to support each and every student optimize their individual potential. The themes of these new goals are access, belong, and achieve. As we focus on the new LCAP theme of access, many of these metrics, such as student participation in coursework, carry over. Other metrics, such as parent engagement, are being moved to the belong goal in the new LCAP.

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

Goals and Actions

Goal

Goal #	Description
2	Teaching and Learning: Provide inclusive teaching and learning programs, with data-driven and relevant instruction, allowing students to meet individual graduation goals, while becoming college and career ready.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.Smarter Balanced Assessment Scores in English Language Arts- percent of students who score within the Standard Met/Exceeded Range	2018-2019 SBAC ELA scores: All students= 80% English Learners= 28% Students with Disabilities= 39% Economically Disadvantaged Students= 57%	2020-21 SBAC ELA Scores: All students 62.5% Note: Due to the pandemic, testing participation in the 2020-21 varied only 16 grade 11 students participated in the ELA SBAC assessment.	2021-2022 SBAC ELA scores: percent of students who participated in CAASPP testing and scored within the Standard Met/Exceeded range, compared to 2018-19 results which is the last valid CAASPP administration. All students= 78% (-2%) English Learners= 23% (-5%) Students with Disabilities= 35% (-4%) Economically Disadvantaged Students= 60% (+3%)	2022-2023 SBAC ELA Results (percent of students who participated in CAASPP testing and scored within the Standard Met/Exceeded range, compared to Baseline 2018-19 results) *Note: use caution when comparing these metrics, as the SBAC was modified during the pandemic. All students=78.95% (-.05%) English Learners= 17.08% (10.92%) Students with Disabilities= 39.96% (+.96%) Economically Disadvantaged	2022-2023 SBAC ELA scores: All students= 83% English Learners= 31% Students with Disabilities= 42% Economically Disadvantaged Students= 60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Students= 58.57% (+1.57%)	
2. Smarter Balanced Assessment Scores in math- percent of students who score within the Standard Met/Exceeded Range	2018-2019 SBAC Math scores: All students= 72% English Learners= 44% Students with Disabilities= 29% Economically Disadvantaged Students= 46%	2018-2019 SBAC Math scores: All students= 72% English Learners= 44% Students with Disabilities= 29% Economically Disadvantaged Students= 46%	2021-2022 SBAC Math scores: percent of students who participated in CAASPP testing and scored within the Standard Met/Exceeded range, compared to 2018-19 results which is the last valid CAASPP administration All students= 67% (-5%) English Learners= 26% (-3%) Students with Disabilities= 26% (-3%) Economically Disadvantaged Students= 42% (-4%)	2022-2023 SBAC MATH Results (percent of students who participated in CAASPP testing and scored within the Standard Met/Exceeded range, compared to Baseline 2018-19 results) *Note: use caution when comparing these metrics, as the SBAC was modified during the pandemic. All students=68.31% (-3.69%) English Learners= 30.34% (-13.66%) Students with Disabilities= 27.37% (-1.63%) Economically Disadvantaged Students= 42.85% (-3.15%)	2022-2023 SBAC Math scores: All students= 75% English Learners= 47% Students with Disabilities= 32% Economically Disadvantaged Students= 49%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>3. Renaissance Star Reading scores-percent of students who score within the proficient range during each of the 3 screening windows</p>	<p>Fall 2020 Star Reading scores: All students= 78%</p> <p>Winter 2021 Star Reading scores: All students= 73%</p>	<p>Fall 2021 Star Reading State Benchmark Performance Level Scores for all students was 73% (-5%)</p> <p>Winter 2022 Reading score for all students was 73% (same compared to winter 2021)</p>	<p>2022-23 Star Reading scores compared to 2020-21 baseline</p> <p>Fall 2022 Star Reading Scores: All Students = 71.5% (-6.5%)</p> <p>Winter 2023 Star Reading scores: All students= 73.5% (+0.5%)</p> <p>*It is important to note that SDUHSD revised the universal screening administration plan in 22-23. Students who are enrolled in Advanced Placement and International Baccalaureate courses do not participate in the Star tests as they are working on standards and content that are above the 9-12 high school English Language Arts standards</p>	<p>2023-24 Star Reading scores compared to 2020-21 baseline</p> <p>Fall 2023 Star Reading scores: All Students: 75.2% (-2.8%)</p> <p>Winter 2024 Star Reading Scores: All Students: 77.3% (+4.3%)</p> <p>*It is important to note that SDUHSD continued with the revised universal screening administration plan developed in 22-23. Students who are enrolled in Advanced Placement and International Baccalaureate courses do not participate in the Star tests as they are working on standards and content that are above the 9-12 high school English Language Arts standards</p>	<p>Fall Star Reading scores: All students= 80%</p> <p>Winter Star Reading scores: All students= 82%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4. Renaissance Star Reading scores- percent of who demonstrate typical to high growth after the fall and winter screening windows	Fall to Winter Growth: 65% of students showed typical to high growth 38% high growth 27% typical growth 35% low growth	Fall 2021 to Winter 2022: 66% of students showed typical to high growth and 33% showed low growth.	2022-23 Star Reading scores compared to 2020-21 baseline Fall to Winter Growth (22-23): 68.7% of students showed typical to high growth (+3.7%) 38.6% high growth (+0.6%) 30.1% typical growth (+3.1%) 31.3% low growth (-3.7%) *It is important to note that SDUHSD revised the universal screening administration plan in 22-23. Students who are enrolled in Advanced Placement and International Baccalaureate courses do not participate in the Star tests as they are working on standards and content that are above the 9-12 high school English Language Arts standards	2023-24 Star Reading scores compared to 2020-21 baseline Fall to Winter Growth (23-24): 67.6% of students showed typical to high growth (+2.6%) 40.2% high growth (+2.2%) 27.4% typical growth (+.4%) 32.4% low growth (-2.6%) *It is important to note that SDUHSD continued with the revised universal screening administration plan developed in 22-23. Students who are enrolled in Advanced Placement and International Baccalaureate courses do not participate in the Star tests as they are working on standards and content that are above the 9-12 high school English	Fall to Winter Growth: 70% of students showed typical to high growth

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Language Arts standards	
5. Renaissance Star Math scores- percent of students who score within the proficient range during each of the 3 screening windows	<p>Fall 2020 Star Math scores: All students= 77%</p> <p>Winter 2021 Star Math scores: All students= 71%</p>	<p>Fall 2021 for all students was 67% Winter 2022 for all students was 67%.</p>	<p>Fall 2022 Star Math scores compared to 2020-21 baseline: All students= 51% (-26%)</p> <p>Winter 2022 Star Math scores: All students=53% (-18%)</p> <p>*It is important to note that SDUHSD revised the universal screening administration plan in 22-23. Students who are enrolled in Advanced Placement and International Baccalaureate courses do not participate in the Star tests as they are working on standards and content that are above the 9-12 high school math standards</p>	<p>2023-2024 Star Math scores compared to 2020-21 baseline: Fall 2024 Star Math Scores: All students= 62.4% (-14.6%)</p> <p>Winter 2022 Star Math scores: All students=59.7% (-11.3%)</p> <p>*It is important to note that SDUHSD continued with the revised universal screening administration plan developed in 22-23. Students who are enrolled in Advanced Placement and International Baccalaureate courses do not participate in the Star tests as they are working on standards and content that are</p>	<p>Fall Star Math scores: All students= 80%</p> <p>Winter Star Math scores: All students= 82%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				above the 9-12 high school math standards	
6. Renaissance Star Math scores- percent of who demonstrate typical to high growth after the fall and winter screening windows	Fall to Winter Growth: 68% of students showed typical to high growth 43% high growth 25% typical growth 32% low growth	Fall 2021 to Winter 2022 growth 63% of students showed typical to high growth, 37% low growth	2022-23 Star Math scores compared to 2020-21 baseline Fall to Winter Growth (22-23): 67.6% of students showed typical to high growth (-0.4%) 38.6% high growth (-4.4%) 29% typical growth (+4%) 32.4% low growth (+0.4%) *It is important to note that SDUHSD revised the universal screening administration plan in 22-23. Students who are enrolled in Advanced Placement and International Baccalaureate courses do not participate in the Star tests as they are working on standards and content that are	2023-2024 Star Math scores compared to 2020-21 baseline: Fall to Winter Growth (23-24): 70.6% of students showed typical to high growth (+2.6%) 43.8% high growth (+.8%) 26.8% typical growth (+1.8%) 29.4% low growth (-2.6%) *It is important to note that SDUHSD continued with the revised universal screening administration plan developed in 22-23. Students who are enrolled in Advanced Placement and International Baccalaureate courses do not participate in the Star tests as they are	Fall to Winter Growth: 73% of students showed typical to high growth

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			above the 9-12 high school math standards	working on standards and content that are above the 9-12 high school math standards	
7. California Science Test Scores- percent of students who score within the Standard Met/Exceeded Range	2018-2019 CAST scores: All students= 57% English Learners= 16% Students with Disabilities= 21% Economically Disadvantaged Students= 35%	2020-21 CAST scores: CAST scores show the following percentage of students scored within the Standards Met/Exceeded range: All students= 58% (+1%) English Learners= 13% (-3%) Students with Disabilities= 20% (-1%) Economically Disadvantaged Students= 34% (-1%)	2021-2022- percent of students who participated in CAST testing and scored within the Standard, Met/Exceeded range, compared to 2018-19 results which is the last valid CAST administration. All students= 57% (=) English Learners= 10% (-6%) Students with Disabilities= 23% (+2%) Economically Disadvantaged Students= 38% (+3%)	2022-2023 CAST scores reported as percent of students who participated in CAST testing and scored within the Standard, Met/Exceeded range, compared to Baseline. *Note: use caution when comparing these metrics, as the CAST was modified during the pandemic. All students= 61.01% (+4.01%) English Learners= 6.04% (-9.96%) Students with Disabilities= 22.66% (+1.66%) Economically Disadvantaged Students= 37.43% (+2.43%)	2022-2023 CAST scores: All students= 60% English Learners= 19% Students with Disabilities= 24% Economically Disadvantaged Students= 38%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
8. Percentage of English learners making progress toward English proficiency as measured by state language proficiency assessment (ELPAC)	2019 CA School Dashboard English Learner Progress Indicator. 64% of students who are EL are making progress towards learning English	The state did not produce a 2021 CA School Dashboard and as a result there is no data on the English Learner Progress Indicator. Using a similar method for students with two years of ELPAC scores (2019-20 and 2020-21), we found that 63.5% of students increased at least one ELPI level.	2022 CA School Dashboard English Learner Progress Indicator compared to baseline: 56.2% (-7.8%) of students who are EL are making progress toward English language proficiency	2023 CA School Dashboard English Learner Progress Indicator compared to Baseline: 54.2% (-9.8%) of students who are EL are making progress toward English language proficiency	CA School Dashboard English Learner Progress Indicator, 75% of students who are EL are making progress towards learning English
9. English learner reclassification rate	The 2020-21 reclassification rate for the district, using the fall 2020 and spring 2020 ELPAC scores, was 27.2 %. (159 students)	8.7% of students who are English Learners have met the district's reclassification criteria for testing using 20-21 ELPAC scores and fall 2021 Star Reading scores.	In the 2021-22 school year, 88 English Learner students were reclassified to Fluent English Proficient. Reclassification rate for 21-22 = 14.5% (-12.7% from baseline)	In the 2022-2023 school year, 112 students were reclassified to Fluent English Proficient. Reclassification rate for 22-23 = 18.21% (-8.99%)	Maintain reclassification rates at or above 25% each year
10. Percentage who pass AP exam with a score of 3 or higher	2020 AP exam data: 3,535 examinees, 8,406 exams, average of 2.4 exams per student which is an increase from the previous year.	2021-2022 AP Exam Data as of 5/1/22: Exams ordered: 8,886 Students taking exams: 3,557 Average of 2.5 exams/student	2022 AP exam data: 5,545 examinees, 8,191 exams SDUHSD's 2022 College Board Advanced Placement	2023 AP Exam Data: 9,667 exams 84% pass rate 3,777 examinees 2.6 exams per student	Maintain high AP Exam pass rates at or above 83%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SDUHSD's 2020 College Board Advanced Placement exam results reflect an 82.7% average AP exam pass rate which is similar to previous years	SDUHSD's 2021 College Board Advanced Placement exam results reflect an 77% average AP exam pass rate which is 6% decrease from the previous year.	exam results reflect an 84% (+1.3% from baseline) average AP exam pass rate which is similar to previous years 2022 AP Exam pass rate by School, compared to the prior year CCA= 95% (+5%) LCC= 73% (+16%) SDA= 83% (+6%) TPHS- 85% (+7%)	SDUHSD's 2023 College Board Advanced Placement exam results reflect an 84% average AP exam pass rate which is a 1.3% increase from Baseline.	
11. Teacher misassignment rates	2019-2020 course audit data: 1% Teacher misassignment rates	2021-22 internal course audit data: 1% Teacher misassignment rate	2022-23 internal course audit data: 1% Teacher misassignment rate	2023-2024 internal course audit data: 1.5% teacher misassignment rate	0% Teacher misassignment rates
12. Teacher of EL misassignment rates	2019-2020 course audit data: 0.2% Teacher of EL misassignment rates	2021-2022 course audit data: 0.01% Teacher of EL misassignment rates	202-23 course audit data: 0.01 % Teacher of EL misassignment rates	2023-2024 course audit data: .01% Teacher of EL Misassignment rate	0% Teacher of EL misassignment rates
13. Williams- Student and EL access to standards-aligned instructional materials	Sufficiency of Instructional Materials Report approved by the Board will determine the district has sufficient instructional materials	2021-22 Williams quarterly complaint reports were submitted for Board acceptance on: 8/19/21, 10/14/21, 1/20/22.	2022-23 Williams quarterly complaint reports were submitted for Board acceptance on 11/17/22, 1/31/23, 4/20/23.	9/12/23- Instructional materials sufficiency adopted by the board. 2023-24 Williams quarterly complaint reports were submitted for Board	Sufficiency of Instructional Materials Report approved by the Board will determine the district has sufficient instructional materials

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	aligned to standards for all pupils in Math, ELA, ELS, History-Social Science, Health and Foreign Languages.	There were no complaints reported on the quarterly Williams reports to date.	There were no complaints reported on the quarterly Williams reports to date.	acceptance on 10/26/23, 1/10/24, and 4/8/24. There was 1 complaint reported on the quarterly Williams reports to date.	aligned to standards for all pupils in Math, ELA, ELS, History-Social Science, Health and Foreign Languages.
14. Implementation of standards to enable English learners to access the Common Core State Standards and the English Language Development (ELD) standards for purposes of gaining academic content knowledge and English language proficiency- teachers self-assessment on key priority areas	18-19 Teacher self-assessment results: Academic Language/ELD 76%. Common Core State Standards / Framework Confidence 94% Instructional and Assessment Strategies Confidence 94% Knowledge of curriculum and instructional materials adoption cycle-baseline will be established in 21-22	The teacher self-assessment survey will be administered later in the school year as a tool for teachers to reflect on their professional knowledge and practice as well as help school and district leaders identify PD needs for the following year.	Results from the 2023 annual professional development survey 84.2% of participants stated that the professional learning they engaged in during the 22-23 school year was meaningful, relevant, and provided resources to be effective in their role. 78.9% of survey participants reported that the professional learning opportunities they participated in provided them with access to grow in their current position.	We did not administer a SDUHSD 2024 Annual Professional Development Survey. Instead, evaluations were provided to all teachers and staff members after each professional development session and offering. Overall, teachers continue to want meaningful, relevant, professional learning focused on supporting all students, as well as access to high-quality relevant materials. Teachers continue to express a desire for more collaboration and cross-departmental planning time to better support	Teacher self-assessment results: Academic Language/ELD 86%. Common Core State Standards / Framework Confidence 99% Instructional and Assessment Strategies Confidence 99% Knowledge of curriculum and instructional materials adoption cycle- 60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>Survey participants expressed a mid to high level of confidence around the topics of Standards and Framework (89%), Effective Instructional/Assessment Strategies (100%), and Academic Standards (100%), as a result of professional learning this year.</p> <p>Per survey participants, focuses for future professional development may include teacher collaboration opportunities and additional learning about the instructional materials adoption process and cycle.</p>	<p>student access and optimal achievement.</p>	
<p>16. Percent of students who are English Learners who are reclassified within 5 years of instruction within SDUHSD schools</p>	<p>2019-2020 student information system data shows that 88% of students who are EL were reclassified within 5 years of instruction within the district</p>	<p>8.7% of students who are English Learners have met the district's reclassification criteria for testing using 20-21 ELPAC scores and fall 2021 Star Reading scores. We don't have</p>	<p>21-22 student information system data shows that 61% of students who are EL were reclassified within 5 years of instruction within the</p>	<p>2022-2023 student information system data shows that 55.98% of students who are classified EL were reclassified within 5 years of instruction within the</p>	<p>100% of students who are EL will be reclassified within 5 years of instruction within the district</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		the 5-year data as of 2021-22.	district (+27% compared to baseline)	district (-32.02% compared to baseline).	
15. Percent of students who are English Learners who are Long Term English Learner (LTEL)	2019-2020 data: 24% of students who are English Learners who are Long Term English Learner (LTEL)	54% of students who are English Learners are Long Term English Learners (-1% from 20-21)	21-22 English Learner Status data compared to baseline: 56% (+32%) of students who are English Learners are Long Term English Learner (LTEL)	English Learner Status data compared to baseline: 53.6% (+29.6%) of students who are English Learners are Long Term English Learner (LTEL)	Decrease the % of student who LTEL by 3%
17. Cohort Graduation rates	2019-2020 Cohort High School Graduation rates: All students group= 95.9% English Learners = 83.5% Socio-economically disadvantaged students= 89.1% Special Education= 80.7%	20-21 Cohort grad rates All students group= 96% (=) English Learners =83.8% (=) Socio-economically disadvantaged students= 88.2% (-1%) Special Education= 81.9% (+1%)	21-22 Cohort graduation rates compared to baseline All students group= 97% (+1.1%) English Learners= 87% (+3.5%) Socio-economically disadvantaged students= 91% (+1.9%) Special Education=85% (+4.3%)	22-23 Cohort graduation rates compared to Baseline All students group= 96.3% (+.4%) English Learners= 77.9% (-5.6%) Socio-economically disadvantaged students= 92.2% (+3.1%) Special Education=83.3% (+2.6%)	Maintain high (over 90%) cohort graduation rates for all students, increase graduation rates for students with disabilities (+5%) English Learners (+5%) Socio-Economically Disadvantaged (+3%)
18. One year grad rate (Sunset)	2019-2020 One Year Graduation rate All students= 61.8%	Sunset 2020-21 Graduation rate = 62%	2021-22 One Year Graduation rate for Sunset compared to baseline	2022-23 One Year Graduation rate for Sunset compared to Baseline using	Increase the one year graduation rate at Sunset high school above 68%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			All students= 93.2% (+31.4%)	California Dashboard DASS indicator, which is used for local educational agencies and schools that support at-promise students in alternative school settings: All students= 88.7% (+26.9%)	
19. Broad course of study that includes all the subject areas- UC/CSU Eligibility rates	Broad course of study 2019-2020 UC/CSU eligibility rates: All students group= 80.9% English Learners = 28.9% Socio-economically disadvantaged students= 62.5% Students with Disabilities= 37.4%	All students= 82% (+1%) English Learners = 39% (+10%) Socio-economically disadvantaged students=61% (-2%) Students with Disabilities= 40% (+3%)	Broad course of study 21-22 UC/CSU Eligibility compared to baseline All students= 82.6% (+1.7%) English Learners = 40.8% (+11.9%) Socio-economically disadvantaged students=66% (+3.5%) Students with Disabilities= 51.8% (+14.4%)	2022-2023 Broad course of study UC/CSU eligibility rates compared to Baseline: All students group= 82.6% (+1.7%) English Learners = 54.7% (+25.8%) Socio-economically disadvantaged students= 67.5% (+5%) Students with Disabilities= 42.9% (+5.5%)	Broad course of study UC/CSU eligibility rates: All students group= 85% English Learners = 35% Socio-economically disadvantaged students= 67% Students with Disabilities= 42%
20. Participation and demonstration of college preparedness. Percentage of	Early Assessment Program (EAP) results are derived from CAASPP scores on	Based on the spring 2021 State Benchmark Performance Level	English Language Arts EAP using 2021-2022 SBAC scores compared to baseline:	English Language Arts EAP using 2022-2023 SBAC scores compared to Baseline:	Decrease the percentage of students who are "not ready" (grade 11,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students who are "Ready" for College as measured by the grade 11 Early Assessment Program in English Language Arts and Math	<p>the Smarter Balanced Assessments in English Language Arts and Math.</p> <p>English Language Arts EAP using 2018-2019 SBAC scores: 48% "College Ready" (SBAC level 4) 23% "Conditionally Ready" (SBAC level 2 and 3) 29% "Not Ready" (SBAC level 1)</p> <p>Math EAP using 2018-2019 SBAC scores: 37% "College Ready" (SBAC level 4) 36% "Conditionally Ready" (SBAC level 2 and 3) 27% "Not Ready" (SBAC level 1)</p>	<p>scores for Star, which are correlated with the CAASPP tests, EAP results may have looked similar to below. 2018-19 Data used for Math.</p> <p>English Language Arts EAP using 2021 SBAC scores: 31.25% Level 4 (College Ready) 56.25% Level 2-3 (Conditionally Ready) 12.50% Level 1 (Not Ready)</p> <p>Math EAP using 2018-2019 SBAC scores: 37% "College Ready" (SBAC level 4) 36% "Conditionally Ready" (SBAC level 2 and 3) 27% "Not Ready" (SBAC level 1)</p>	<p>42% "College Ready" (SBAC level 4) (-6%) 50% "Conditionally Ready" (SBAC level 2 and 3) (+27%) 8% "Not Ready" (SBAC level 1) (-21%)</p> <p>Math EAP using 2021-2022 SBAC scores: 46% "College Ready" (SBAC level 4) (+9%) 38% "Conditionally Ready" (SBAC level 2 and 3) (+2%) 16% "Not Ready" (SBAC level 1) (-11%)</p>	<p>44.28% "College Ready" (SBAC level 4) (-3.72%) 48.16% "Conditionally Ready" (SBAC level 2 and 3) (+25.16%) 7.56% "Not Ready" (SBAC level 1) (+21.44%)</p> <p>Math EAP using 2022-2023 SBAC scores: 46.51% "College Ready" (SBAC level 4) (-1.49%) 39.13% "Conditionally Ready" (SBAC level 2 and 3) (+16.13%) 14.36% "Not Ready" (SBAC level 1) (+21.64%)</p>	SBAC level 1) in ELA and Math by 5% each.
21. CA School Dashboard College and Career Readiness Indicator. Percentage of students who meet the criteria as	2020 CDE College and Career Readiness Reports All Students: Prepared= 80.4%	2021 CCI reports: IB Exams: 0.6 % of students in 4 year graduation cohort	The State did not calculate or publish the College and Career Indicator (CCI) on the 2022 CA School Dashboard.	2023 CDE College and Career Readiness Reports. This report has changed since Baseline due to the pandemic, and as a	Maintain very high (over 70%) CCI rates for all students, increase CCI rates for students with disabilities (+5%)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
"prepared" for college and a career	<p>Approaching Prepared=9.2% Not Prepared= 10.3%</p> <p>Students with Disabilities: Prepared=34.9% Approaching Prepared=20% Not Prepared= 45.1%</p> <p>English Learners : Prepared= 41.3% Approaching Prepared=17.4% Not Prepared= 41.3%</p> <p>Socio-Economically Disadvantaged: Prepared= 61.8% Approaching Prepared=12.5% Not Prepared= 25.8%</p>	<p>scored 4 or higher on at least 2 IB exams</p> <p>CTE Career Pathway Completion 31.8% of students completed at least one CTE pathway</p> <p>AG requirements and One CTE pathway 27.3 % of students completed A-G requirements and at least one CTE pathway</p> <p>Seal of Biliteracy 31.3% of students earned the State Seal of Biliteracy</p>	<p>State test scores for grade 11 students are used to calculate the CCI. Many 21-22 grade 12 students did not take the SBAC tests in 20-21 (their 11th-grade year) because the state provided assessment flexibility and many districts used their local assessments instead of giving the state tests. As a result of not having a consistent test score measure across districts and schools, the CCI is not able to be produced for the 2022 Dashboard.</p> <p>The State published a College and Career Measure Report which included the data below from the 2022 cohort graduates.</p> <p>AP Exams: 47.1% of cohort graduates scored 3 or higher on at least two</p>	<p>result, a comparison to baseline is not provided.</p> <p>All Students: Prepared= 81.7% Approaching Prepared=9.7% Not Prepared= 8.5%</p> <p>Students with Disabilities: Prepared=48.2% Approaching Prepared=28.3% Not Prepared= 27.5%</p> <p>English Learners : Prepared= 50.7% Approaching Prepared=11% Not Prepared= 38.2%</p> <p>Socio-Economically Disadvantaged: Prepared= 68.3% Approaching Prepared=13.1% Not Prepared= 18.5%</p>	<p>English Learners (+5%) Socio-Economically Disadvantaged (+3%)</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>Advanced Placement exams</p> <p>IB Exams: 0.7 % of cohort graduates scored 4 or higher on at least two International Baccalaureate Exams.</p> <p>CTE Career Pathway Completion 36.5% of cohort graduates completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course</p> <p>A-G requirements 78.9% of cohort students met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass)</p> <p>Seal of Biliteracy 26.4% of cohort graduates earned the State Seal of Biliteracy</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>Completed College Credit Courses 40.7% of cohort students completed One Semester, Two Quarters, or Two Trimesters of College Credit Courses 26.8% of cohort graduates completed Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses</p> <p>A-G requirements and One CTE pathway 33.2% of cohort graduates met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.</p>		
22. Students who earn certificate of completion	2019-2020 Student Information System data shows that 100% of students on a	2020-21 Student Information system shows 100% of students earned	2021-22 Student Information system data shows that 100% of students	2022-23 Student Information system data shows that 100% of students	100% of students on a certificate of completion path will earn their certificate at

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	certificate of completion path earned their certificate by the end of their 12th grade year	their certificate by the end of their 12th-grade year.	earned their certificate by the end of their 12th grade year.	earned their certificate by the end of their 12th grade year.	the end of their 12th-grade year with a transcript that reflects participation in inclusion opportunities within the general education environment to the maximum extent possible and appropriate based on the IEP
23. CTE course pathway completion	2020-2021 14% of students in grades 10-12 completed a CTE course pathway	21-22 CTE course pathway completer data will not be available until after board adoption of the LCAP and after final grades have been posted. Completer data will be analyzed and reported at that time.	2021-22 local course audit data compared to baseline 15.6% of students in grades 10-12 completed a CTE course pathway (+1.6%) 2022 CA School Dashboard additional report, College and Career Measure compared to the previous year: 36.5% of cohort graduates completed at least one CTE Pathway with a grade of C- or better (or	2022-2023 local course audit data compared to baseline 37.5% of students completed a CTE course pathway (+23.5%)	20% of students in grades 10-12 complete a CTE course pathway

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Pass) in the capstone course (+4.7%)		

Goal Analysis

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

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

All actions implemented as planned, there are no substantial differences.

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.

All expenditures made as planned, no significant differences.

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

This teaching and learning goal was designed to address the need to provide high quality teaching and learning experiences in order to mitigate the opportunity gap and subsequent achievement gap. Our intense focus on CTE pathways paid off in that we have doubled the number of students completing a CTE pathway. The metrics show that students are enjoying more access to honors and AP courses, however overall gaps in academic performance still exist. Specifically, outcomes for our MLL students decreased across multiple indicators, and there is an opportunity for us to identify barriers to performance and create specific actions to address it in the new LCAP. Professional learning was a significant expense in this category, and local surveys have shown strong support for the CoSA/ToSA teaching model. We plan to continue this model in the new LCAP. Additionally, we intend to increase the support for interventions and inclusive program in the new LCAP to close caps in academic outcomes as measured by assessment scores, reclassification rates, graduation rates, UC/CSU preparedness, and participation in CTE. Overall, our data shows that some, but not all, actions produced positive results. In the new LCAP, this goal will be rebranded under the target theme ACHIEVE, where we can implement more specific steps to support student populations that were not effectively supported through this LCAP.

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

In the new LCAP, this goal will be discontinued as written and a specific goal around achievement (goal #3) will be created to address areas around student learning, including systems of supports, high quality pedagogy, resources to support learning, and inclusion and intervention. We will focus on narrowing opportunity gaps among specialized student groups reported on the California Dashboard including English Learners, Foster Youth, Socioeconomically Disadvantaged students, students experiencing homelessness, students with disabilities, and all racial/ethnic groups. We believe that focusing on these areas will lead to growth for all students.

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

Goals and Actions

Goal

Goal #	Description
3	Mental Health, Wellness, and Student Engagement: Increase the percentage of students who feel that school is a safe and supportive environment with caring, trusted adult relationships that allows for social-emotional and behavioral growth.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. School attendance rates- Average Daily Attendance (ADA) for high schools	Average Daily Attendance for 19-20: SDUHSD = 98% La Costa Canyon= 98% Canyon Crest = 96% Torrey Pines =97% San Dieguito = 98% Sunset = 81%	Average Daily Attendance by school as of 5/23/22: SDUHSD = 95% Canyon Crest = 97% La Costa Canyon= 94% San Dieguito = 95% Sunset = 81% Torrey Pines =95%	Average Daily Attendance for 2021-2022: SDUHSD:93% LCC: 93% CCA: 97% TP: 94% SDA: 96% Sunset: 96%	Rates calculated as of 2023 P1 Attendance Reports in October: SDUHSD- 97% CCA- 98% LCC- 95% SDA- 96% SUNSET- 85% TP- 95%	Maintain high (over 95%) Average Daily Attendance at all high schools
2. Chronic absenteeism rates for middle schools	2019 CA School Dashboard Chronic Absenteeism Rates SDUHSD MS Average= 5.6% CVMS= 3.7% DMS= 7.2% EWMS= 5.3% OCMS= 8.9% PTMS= 5.6%	2021-22 Chronic Absenteeism rates: SDUHSD Middle School=10.3% CVMS= 7.6% (+1.3%) DMS= 14.5% (+4%) EWMS= 11.2% (+4%) OCMS= 11.5% (+3.7%) PTMS= 7.3% (+2.1%)	21-22 Chronic Absenteeism rates compared to baseline: SDUHSD MS Average: 15.6% (+10%) CVMS: 11.3% (+7.6%) DMS: 21.4% (+14.2%) EWMS: 16.6% (+11.3%) OCMS: 21% (+12.1%)	22-23 Chronic Absenteeism rates compared to baseline: SDUHSD MS Average: 11.23% (+5.6%) CVMS: 8.5% (+4.8%) DMS: 14.6% (+7.4%) EWMS: 11.5% (+6.2%) OCMS: 15.3% (+6.4%)	Chronic absenteeism at all middle schools is below 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			PTMS: 9.8% (+4.2%)	PTMS: 7% (+1.4%)	
3. Middle school dropout rates	2019-2020 Student Information System Data shows 0% middle school dropout rate	As of semester 1 0% middle school dropout rate	2021-22, 0% middle school dropout rate	2022-2023 *Dropout rates are always a year behind as students have until October to return to school. State reporting (CALPADS) indicates that the District had one middle school dropout.	Maintain 0% middle school dropout rate
4. High school dropout rates	19-20 high school dropout rates: all students= 2.4% EL students= 8.8% Socio-economically disadvantaged students= 6.1% Special Education students= 5.7%	20-21 dropout rate all students= 1.5% (-0.9%) EL students= 10% (+1.2%) Socio-economically disadvantaged students= 5.8% (-0.3%) Special Education students= 6% (+0.3%)	21-22 high school dropout rates compared to baseline: All students= 2% (-0.4%) EL students= 17.6% (+8.8%) Socio-economically disadvantaged students= 4.6% (-1.5%) Special Education students= 3% (-2.7%)	22-23 high school dropout rates compared to baseline: *Dropout rates are always a year behind as students have until October to return to school. State reporting (CALPADS) for 2023 indicates: All students: 41 EL Students:20 Socio-economically disadvantaged students: 23 Special Education Students: 13	Reduce high school dropout rates to 1% or less. Reduce drop out rate for students who are EL, Socio-economically disadvantaged, and students with disabilities to less than 3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>The dropout rates are estimated:</p> <p>All students: 1.85% (-.55%)</p> <p>EL students: .91% (-7.89%)</p> <p>Socio-economically disadvantaged students: 1.04% (-5.06%)</p> <p>Special Education Students: .59% (-5.11%)</p>	
5. Pupil suspension rates	<p>19-20 suspension rates:</p> <p>all students= 1.5%</p> <p>EL students= 3.2%</p> <p>Socio-economically disadvantaged students= 3.7%</p> <p>Special Education students= 4.9%</p> <p>Homeless youth= 14.3%</p>	<p>21-22 Suspension Data</p> <p>All students= 1.9%</p> <p>EL students= 3.5%</p> <p>Special Education students= 5.6%</p> <p>Homeless youth= 6.2%</p>	<p>21-22 suspension rates compared to baseline:</p> <p>All students: 1.9% (+0.4%)</p> <p>EL students: 3.3% (+0.1%)</p> <p>Socio-economically disadvantaged students= 3.8% (+0.1%)</p> <p>Special Education students: 5.8% (+2.1%)</p> <p>Homeless youth: 6.8% (+0.6%)</p>	<p>Suspension rates for 2022-23 compared to baseline:</p> <p>All students: 2.3% (+.8%).</p> <p>EL students: 4.7% (+1.5%)</p> <p>Socio-economically disadvantaged students= 3.7% (0%)</p> <p>Special Education students: 5.8% (+.9%)</p> <p>Homeless youth: 2.9% (-11.4%)</p>	<p>Maintain low suspension rates (<2%) and reduce suspension rates for students with disabilities, homeless youth, EL, and Socio-economically disadvantaged students</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6. Pupil expulsion rates	2019-20 CDE Expulsion Rate report: In 19-20, SDUHSD expelled a total of 2 students with an expulsion rate of 0.01%.	20-21 expulsion rate= 0%	21-22 Expulsion Rate was 0.04% (+0.03% from baseline)	Expulsion Rate report: In 2022-23, SDUHSD expelled a total of 13 students with an expulsion rate of 0.1%, a change of +.09% from baseline.	Maintain very low (<0.5%) expulsion rates
7. CA Healthy Kids Survey (CHKS) data-school connectedness, sense of safety, caring adult relationships	<p>2021 CHKS data School Connectedness</p> <ul style="list-style-type: none"> Grade 7= 66% Grade 9= 62% Grade 11= 72% Sunset= 66% <p>School Safety</p> <ul style="list-style-type: none"> Grade 7= 78% Grade 9= 77% Grade 11= 75% Sunset= 76% <p>Caring Adult Relationships</p> <ul style="list-style-type: none"> Grade 7= 72% Grade 9= 65% 	<p>2022 CHKS data School Connectedness</p> <ul style="list-style-type: none"> Grade 7= 67% Grade 9= 67% Grade 11= 79% Sunset= 67% <p>School Safety</p> <ul style="list-style-type: none"> Grade 7= 69% Grade 9= 72% Grade 11= 75% Sunset= 77% <p>Caring Adult Relationship</p> <ul style="list-style-type: none"> Grade 7= 64% Grade 8= 67% 	<p>2023 CHKS data compared to baseline School Connectedness:</p> <ul style="list-style-type: none"> Grade 7= 65% (+1%) Grade 9= 69% (+7%) Grade 11= 69% (-3%) Sunset= 61% (-5%) <p>School Safety</p> <ul style="list-style-type: none"> Grade 7= 66% (-12%) Grade 9= 72% (-5%) Grade 11= 75% (=) Sunset= 68% (-8%) <p>Caring Adult Relationships</p> <ul style="list-style-type: none"> Grade 7= 66% (-6%) 	<p>2024 CHKS data compared to baseline: School Connectedness</p> <ul style="list-style-type: none"> Grade 7=70%(+4%) Grade 9=67%(+5%) Grade 11=69%(-3%) Sunset=62%(-4%) <p>School Safety</p> <ul style="list-style-type: none"> Grade 7=74%(-4%) Grade 9=73%(-4%) Grade 11=77%(+2%) Sunset=73%(-3%) <p>Caring Adult Relationships</p>	<p>CHKS data Increase school connectedness, 75% of students feel connected to their school</p> <p>Maintain high sense of safety, 80% of students feel their schools are safe and well maintained</p> <p>Increase caring adult relationships at school, 75% of students feel they have an adult of school who that cares about them and they can trust</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> Grade 11= 65% Sunset= 74% 	<ul style="list-style-type: none"> Grade 9= 61% Grade 10=68% Grade 11= 70% Grade 12=72% Sunset= 81% 	<ul style="list-style-type: none"> Grade 9= 68% (+3%) Grade 11= 73% (+8%) Sunset= 74% (=) 	<ul style="list-style-type: none"> Grade 7=72%(=) Grade 9=64%(-1%) Grade 11=72%(+7%) Sunset=76%(+2%) 	
8. Student Participation in annual climate survey (CHKS)	Student Participation in annual climate survey (CHKS) Grade 7= 91% Grade 9= 82% Grade 11= 74% Sunset= 80%	Student Participation in 2021-2022 annual climate survey (CHKS) Grade 7= 92% Grade 8= 88% Grade 9= 89% Grade 10= 82% Grade 11= 81% Grade 12= 73% Sunset= 80%	2023 Student Participation in annual climate survey (CHKS) compared to baseline Grade 7= 91% (=) Grade 9= 87% (+5%) Grade 11= 76% (+2%) Sunset= 67% (-13%)	2024 Student Participation in annual climate survey (CHKS) compared to baseline Grade 7= 93% (+2%) Grade 9= 75% (-7%) Grade 11= 63% (-11%) Sunset= 68% (-12%)	Increase participation in CHKS for all participating grades to 90% or higher
9. Facilities Inspection Tool (FIT)- clean and safe facilities	Williams' Certification presented to and approved by the SDUHSD Board quarterly indicates that 100% of SDUHSD maintained an overall score of at least "Good" or better on the Facilities Inspection Tool.	The Facilities Inspection Tool (FIT) is used each year to evaluate the facilities at each of our schools. The results of the FIT are reported in the School Accountability Report Card (SARC) for each school. The SARCs	The Facilities Inspection Tool (FIT) results per school 5/22/23 CCA- Good CVMS- Good DNO- Poor EWMS- Good LCC- Poor OCMS- Good	The Facilities Inspection Tool (FIT) results per school 5/22/23 CCA- Good CVMS- Good DNO- Poor EWMS- Good LCC- Poor OCMS- Good	All schools will maintain clean and safe facilities as measured by an overall score of at least "Good" or better on the annual FIT

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Williams Complaint Reports were submitted to the Board for Acceptance (10/10/19, 1/16/20, 5/21/20, 8/27/20, 10/15/20,1/14/21, 4/22/21) .	<p>were presented to the Board for review and adoption on January 20, 2022. All schools received an overall rating of Good or Exemplary on the FIT for the 21-22 school year.</p> <p>21-22 Williams quarterly complaint reports were submitted for Board acceptance on: 8/19/21, 10/14/21, 1/20/22.</p>	PTMS- Fair SDA- Poor Sunset- Fair TPHS- Fair	PTMS- Fair SDA- Poor Sunset- Fair TPHS- Fair	

Goal Analysis

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

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

All actions implemented as planned, there are no substantial differences.

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.

All expenditures made as planned, no significant differences.

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

Staff surveys as well as results from CalSCHLS show that suicide prevention training and opportunities in providing professional development on safe and inclusive classrooms were effective. SDUHSD has very low drop out rates and low suspension/expulsion rates. Empathy interviews suggest that SDUHSD must increase efforts to enhance a sense of belonging across the district. Results from the California Healthy Kids Survey remained relatively stable across the 3 years that this LCAP was in place, suggesting that while many students feel safe, connected to school, and that adults on campus care about them, not ALL students feel this way. In the new LCAP, additional actions will be implemented to address this area and increase these metrics. Additionally, the rate of chronic absenteeism remains a concern, stressing the importance of school connectedness and attendance education.

SDUHSD enjoys the highest CCI rate in the county, and additionally, a graduation rate of 96.2%, highlighting the efforts made to support first generation college bound students have been effective. College visits will continue in the new LCAP under the "Achieve" goal.

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

In order to address the need to increase belonging in order to create a positive culture and climate across the district, this goal is being discontinued and rewritten as a belonging goal (goal #2) in the new LCAP. This goal will rely heavily on metrics from the CalSCHLS surveys, as well as track suspension/expulsion data and absenteeism data.

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

Goals and Actions

Goal

Goal #	Description
4	Staff Wellness and Support: Research, develop, and implement a comprehensive staff wellness program so that every staff member feels safe, connected, and is provided with opportunities for professional growth.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. CalSCHLS staff survey results	<p>SDUHSD last gave the CalSCHLS staff survey in 2014-15. In the last few years the district has used a local climate survey to measure staff needs.</p> <p>Beginning in 2021-22, SDUHSD will administer the CalSCHLS staff to all staff at all 10 schools. 2014-15 CalCHLS Staff Survey Results:</p> <ul style="list-style-type: none"> • Supportive and inviting place to work= 89% • Safe place to work= 95% • Adults support and treat each other with 	<p>Cal SCHLS Staff survey was administered in March 2022. CalSCHLS Staff Survey Results:</p> <ul style="list-style-type: none"> • 79% agree or strongly agree their school is a supportive and inviting place for staff to work • 76% agree or strongly agree their school promotes trust and collegiality among staff • 72% agree or strongly agree their school 	<p>2022-2023 CalCHLS Staff Survey Results compared to 2021-22 results:</p> <ul style="list-style-type: none"> • Supportive and inviting place to work= 84% (+5%) • Safe place to work= 86% (+2%) • Adults support and treat each other with respect= 89% (+7%) • Promotes trust and collegiality among staff= 82% (+7%) • School has sufficient 	<p>2023-2024 CalCHLS Staff Survey Results compared to 2021-22 results:</p> <ul style="list-style-type: none"> • Supportive and inviting place to work= 90% (+11%) • Safe place to work= 89% (+5%) • Adults support and treat each other with respect= 89% (+7%) • Promotes trust and collegiality among staff= 86% (+10%) • School has sufficient 	<p>CalSCHLS Staff Survey Results, over 90% agree or strongly agree that our schools...</p> <ul style="list-style-type: none"> • Supportive and inviting place to work • Safe place to work • Adults support and treat each other with respect • Promotes trust and collegiality among staff • School has sufficient resources to create a safe campus

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>respect= 81%</p> <ul style="list-style-type: none"> Promotes trust and collegiality among staff= 84% School has sufficient resources to create a safe campus= 55% Provides Staff Resources and Training to Do Job Effectively= 84% 	<p>promotes personnel participation in decision-making that affects school practices and policies</p> <ul style="list-style-type: none"> 84% agree or strongly agree their school is a safe place for staff 	<p>resources to create a safe campus= 61% (+4%)</p> <ul style="list-style-type: none"> Adults at school support and treat each other with respect = 89% (+7%) Adults at school feel a responsibility to improve their school = 87% (+2%) Clean and Well-Maintained Facilities and Property 79% (-6%) 	<p>resources to create a safe campus= 82 (+27%)</p> <ul style="list-style-type: none"> Adults at school support and treat each other with respect = 91% (+10%) Adults at school feel a responsibility to improve their school = 90% (+5%) Clean and Well-Maintained Facilities and Property 83% (-2%) 	
2. Staff participation in surveys (CalSCHLS)	2014-15 participation in CalSCHLS staff survey= 213 (~20% participation) 2020-21 Educational Partner Survey, 231 staff participants which is ~20% of total school staff	399 staff members from 10 school sites participated in the March 2022 CalSCHLS staff survey. (69%).	2022-23 Survey participation in CA School Staff Survey = 492 (42%)	2023-2024 Survey participation in CA School Staff Survey = 465 (40%)	CalSCHLS Staff Survey Participation - 50% or higher participation from all staff at each school

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3. Contacts to Care Solace	CareSolace Contacts: Key Performance Indicators July 2020 through April 2021 Inquiries Received 2021= 1,005 Communications= 5,500 New Cases and Warm Handoffs= 127 Total Appointments into care= 59 Anonymous searches= 399	CareSolace Contacts: Key Performance Indicators July 1, 2021 through April 30, 2022 Inbound Interactions= 1038 Communications= 5437 Warm Handoffs= 63 Family-initiated cases= 49 Total Appointments into care= 43 Anonymous searches= 447	Care Solace Key Performance Indicators for District Staff July 2022-April 2023 Total Cases: 15: Inbound Interactions: 13 Communications: 56 Warm Handoffs: 0 Total Appointments into care: 3 Anonymous searches: 12	Of use where participant self-identified as staff July 2023-April 2024 Key Performance Indicators (KPIs) Total Cases: 100 Inbound Interactions: 19 Communications: 81 Warm Handoffs: 0 Total Appointments into care: 0 Anonymous searches: 7	Care Solace Key Performance Indicators show that staff are accessing the program and supports.
4. Survey results on staff professional development needs	2020-2021 Educational Partner Survey Results Adequate time for teacher collaboration= 63% I have access to the professional learning opportunities I need to grow in my role= 63% The topics covered at district-provided professional learning opportunities are	2021-2022 CalSCHLS staff survey results, professional development needs: Percentage of respondents that feel they need more professional development, training, mentorship, or other support to do their job in each of the following areas:	2023 CA School Staff Survey compared to baseline 80% (+17%) agree that staff collaborate regularly SDUHSD 2023 Annual Professional Development Survey results, 84.2% of participants stated that the professional learning	2024 CA School Staff Survey compared to baseline 80% (+17%) agree that staff collaborate regularly We did not administer a SDUHSD 2024 Annual Professional Development Survey. Instead, evaluations were provided to all teachers and staff	Staff have opportunities to provide input on areas where they would like to grow as professionals. CalSCHLS survey results, My school provides Staff Resources and Training to do my job effectively (90% agree)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>relevant to my position= 54%</p> <p>The district provides meaningful professional learning opportunities= 53%</p> <p>I have the knowledge and skills to be effective in my role= 97%</p>	<ul style="list-style-type: none"> Positive behavioral support and classroom <p>Management: Yes=34%, No=66%</p> <ul style="list-style-type: none"> Creating a positive school climate: Yes=35%, No=65% Working with diverse racial, ethnic, or cultural <p>Groups: Yes=43%, No=57%</p> <ul style="list-style-type: none"> Meeting the social, emotional, and developmental needs of youth: Yes=55%, No=45% 	<p>they engaged in during the 22-23 school year was meaningful, relevant, and provided resources to be effective in their role</p> <p>78.9% of survey participant reported that the professional learning opportunities they participated in provided them with access to grow in their current position.</p> <p>Survey participants expressed a mid to high-level of confidence around the topics of Standards and Framework (89%), Effective Instructional/Assessment Strategies (100%), and Academic Standards (100%), as a result of professional learning this year.</p> <p>Per survey participants, focuses for future professional</p>	<p>members after each professional development session and offering. Overall, teachers continue to want meaningful, relevant, professional learning focused on supporting all students, as well as access to high-quality relevant materials. Teachers continue to express a desire for more collaboration and cross-departmental planning time to better support student access and optimal achievement.</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			development may include teacher collaboration opportunities and additional learning about the instructional materials adoption process and cycle.		
5. Participation in Teacher Induction Program	<ul style="list-style-type: none"> In the 2020-2021 school year, 37 teachers participated in the Teacher Induction Program 20 of our 24 Year 1 candidates from 2019-20 were rehired in 2020-2021. 100% of candidates successfully completed the program in 2019-20. 	100% (38/38) of candidates successfully completed the program in 2021-22.	<p>In the 2022-2023 school year, 34 teachers participated in the Teacher Induction Program</p> <p>16 of our 21 Year 1 candidates from 2021-22 were rehired in 2022-2023.</p> <p>100% of candidates successfully completed the program in 2021-2022.</p> <p>We completed Year 6 of the CTC Accreditation cycle in Feb. through our site visit.</p>	<p>In the 2023-2024 school year, 38 teachers participated in the Teacher Induction Program</p> <p>7 of our 12 Year 1 candidates from 2022-23 were rehired in 2023-2024.</p> <p>100% of candidates successfully completed the program in 2022-2023.</p>	Continue to provide support for teachers through the Teacher Induction Program. 100% of candidates complete the 2-year program

Goal Analysis

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

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

All actions implemented as planned, there are no substantial differences.

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.

There were no material differences between budgeted and actual expenditures.

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

While supports for staff wellness programs and staff mental health are important, we found that these actions really did not fit within the LCAP. The goal felt symbolic, punctuated by the fact that no expenditures, aside from the Care Solace contract, were tied to this goal. Moving forward, we really want to target all LCAP efforts towards students. Funding for our partnership with Care Solace, which staff, students, and families have access to, will continue under rewritten LCAP goal #2 (belong).

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

This goal is being discontinued in the next LCAP, and staff wellness will be addressed through Goal #2, belonging, to better ensure that all partners, also including students and families, have access to resources such as Care Solace and time for connectedness. Belonging is the goal for all staff, students, and families, and actions from this goal, such as collaboration time and professional learning, will continue in the new LCAP goal.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Dieguito Union High School District	Bryan Marcus Associate Superintendent of Educational Services	bryan.marcus@sduhsd.net 760-753-6491

Plan Summary [2024-25]

General Information

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

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

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

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

~HOW MANY STUDENTS DOES SDUHSD SERVE?~

SDUHSD serves approximately 12,600 students in grades 7 through 12 across five middle schools, two comprehensive high schools, two academy high schools, and the Requeza Educational Center, which houses a continuation high school and an adult transition program. Enrollment information by campus is shared below:

School / Approximate Enrollment / Grades Served
 Canyon Crest Academy / 2300 / 9-12
 Carmel Valley Middle School / 750 / 7-8
 Diegueno Middle School / 800 / 7-8

Earl Warren Middle School / 500 / 7-8
La Costa Canyon High School / 1600 / 9-12
Oak Crest Middle School / 800 / 7-8
Pacific Trails Middle School / 900 / 7-8
San Dieguito High School Academy / 2100 / 9-12
Sunset High School (Continuation) / 100 / 9-12
Torrey Pines High School / 2600 / 9-12
COAST Academy / 40 / Adult Transition Program

~WHAT ARE THE DEMOGRAPHICS OF SDUHSD?~

SDUHSD serves a diverse population of students at each of our schools with a wide socioeconomic range. The information below reflects 2023-2024 district demographics as presented in the California School Dashboard, accessible at <https://www.caschooldashboard.org/>

Student Group / Number of Students / Percentage

English Learners / 608 / 4.8%
Foster Youth / 6 / 0%
Homeless / 70 / 0.6%
Socioeconomically Disadvantaged / 2171 / 17.2%
Students with Disabilities / 1428 / 11.3%

Race/Ethnicity / Number of Students / Percentage

African American / 92 / 0.7%
American Indian / 23 / 0.2%
Asian / 2247 / 17.8%
Filipino / 101 / 0.8%
Hispanic / 2087 / 16.5%
Two or More Races / 1032 / 8.2%
Pacific Islander / 10 / 0.1%
White / 7021 / 55.7%

Enrollment in SDUHSD has remained consistent between 2022-23 and 2023-24. There are over 40 different home languages represented within our schools, with Spanish and Mandarin being the most common languages spoken other than English.

~WHY IS SDUHSD A GREAT PLACE TO LEARN?~

SDUHSD provides whole-child support, including innovative teaching and learning experiences, social-emotional instruction, and services, to ensure that all students are prepared for post-secondary success. In addition to the core subjects, SDUHSD students are provided

opportunities in a wide range of courses, including Career Technical Education, Advanced Placement, International Baccalaureate, Visual and Performing Arts, and STEAM. In addition to strong academics, the extracurricular programs are extensive in SDUHSD, with strong athletics, visual/performing arts, clubs, and career technical education offerings.

Reflections: Annual Performance

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

~WHAT IS THE CALIFORNIA SCHOOL DASHBOARD?~

The California School Dashboard is an online tool that shows how districts and schools perform on state and local indicators included in California's school accountability system. The Dashboard was created to give parents and the community a full picture of what is happening in our schools and district so that we can reflect, assess areas of strength and need, and then celebrate successes and develop plans to provide additional support in less successful areas. SDUHSD's Dashboard results can be accessed online at this URL:

<https://www.caschooldashboard.org/reports/37683460000000/2023/schools>

~WHAT IS ON THE DASHBOARD?~

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

On state indicators, districts and schools receive one of five color-coded performance levels in the following areas:

- Academic (reported separately for English language arts/literacy [ELA] and mathematics assessments)
- English Learner Progress
- Chronic Absenteeism
- Graduation Rate
- Suspension Rate
- College/Career

The Dashboard also highlights performance on state indicators across student groups with a population size greater than 30. These student groups are:

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

and Racial/ethnic groups, including:

- African-American/Black

- American Indian/Native Alaskan
- Asian
- Filipino
- Hispanic/Latino
- Native Hawaiian/Pacific Islander
- Two or more races/Multiple Race
- White

Local indicators are reported at the district level, which means individual schools will not receive a score for these indicators. Districts receive a score of standard met, not met, or not met for two or more years on the following areas:

- Basic Services and Conditions; Appropriate Teacher Assignment, Sufficient Instructional Materials and Facilities in Good Repair
- Implementation of State Academic Standards
- Parent and Family Engagement
- Local Climate Survey
- Access to a Broad Course of Study

~HOW IS SDUHSD DOING ON THE DASHBOARD?~

The California School Dashboard shows that SDUHSD continues to perform at high levels across all metrics, and there are a lot of areas worthy of celebration! Specifically:

-ACADEMIC PERFORMANCE (English Language Arts and Mathematics)

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

-COLLEGE & CAREER

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

-GRADUATION RATE

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

-SUSPENSION RATE

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

-LOCAL INDICATORS

SDUHSD met the standards for implementing Academic Standards, Basic (Teachers, Instructional Materials, Facilities), Parent and Family

Engagement, Access to a Broad Course of Study, and Local Climate Survey. These indicators reflect the district's commitment to providing a well-rounded educational experience and engaging stakeholders in the educational process.

The California School Dashboard also shows some areas in which SDUHSD can improve. Specifically:

-CHRONIC ABSENTEEISM

SDUHSD's chronic absenteeism rate is in the "Yellow" performance level, with 11.2% chronically absent students. The rate has declined from the previous year, indicating that the district is improving student attendance.

-RED INDICATORS

SDUHSD's core purpose is to provide a high-quality education for each and every student in the district. Looking at the Dashboard data, we find that specialized groups received a "Red" or "Very Low" performance level in 6 areas. These areas will receive special attention throughout this LCAP. Specific actions will highlight the additional support and resources needed to support students within these groups to close opportunity gaps and maximize individual potential. The "red indicator areas" include:

- Suspension rates of African American students districtwide. 10.2% of African American students were suspended at least once during the school year, an increase of 2.7% from the previous year.
- College and Career Indicator performance for English Learners at La Costa Canyon High School. This group received a "Very Low" performance level, with 9.7% of the school's English Learner population prepared.
- College and Career Indicator performance for the Homeless student population at Sunset High. This group's data was suppressed due to size.
- Chronic absenteeism rates for students with disabilities at Diegueno Middle School. 22.9% of this population was chronically absent, with a change of -.01% from the previous year.
- English Language Arts performance of English Learners at Oak Crest Middle School. This group performed 72.2 points below standard, a decrease of 9.3 points from the previous year.
- Mathematics Performance of English Learners at Oak Crest Middle School. This group performed 101.2 points below standard, a decrease of 1.2 points from the previous year.

-CONCLUSIONS

Overall, the San Dieguito Union High School District demonstrates strong performance in several key areas, particularly in academic achievement, college and career readiness, and graduation rates. While there are areas for improvement, such as chronic absenteeism and the red indicators, the district is making progress and addressing areas of concern. The district's performance reflects a commitment to providing a high-quality education and supporting student success.

Reflections: Technical Assistance

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

Not applicable

Comprehensive Support and Improvement

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

Schools Identified

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

No SDUHSD schools are eligible for comprehensive support and improvement.

Support for Identified Schools

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

No SDUHSD schools are eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

No SDUHSD schools are eligible for comprehensive support and improvement.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
SDUHSD	District-level staff will meet with parent reps of school-connected organizations to review educational data and provide an opportunity for collaboration, sharing thoughts, and offering feedback. On November 23, 2023, January 17, 2024, February 28, 2024, and April 25, 2024, in collaboration with the National Conflict Resolution Center (NCRC), held Listening Sessions with educational and community partners to review survey data, current LCAP metrics and progress, and an opportunity to look at district and student data and provide feedback.
Principals and assistant principals	Monthly Team 10 and Instructional Learning Community Meetings on a monthly basis with district level staff to review educational data and provide an opportunity for collaboration, sharing thoughts, and offering feedback
Students	As part of the Local Control Accountability Plan (LCAP) educational partner engagement requirement, we will collect student input and feedback to inform the design of the new three-year LCAP. In partnership with the San Diego County Office of Education (SDCOE), we will hold listening circles and empathy interviews to gain students' perspectives on current successes, needs, and any areas for improvement within their schools and the district. Students will be invited to participate in listening circles based on course enrollment, teacher identification, and student self-selection. Student names or any other identifiable information will not be collected. SDCOE will take notes on student responses, and all notes will be summarized by theme for sharing with the district.

Teachers and Staff	Superintendent LCAP Staff Meetings at each site to review educational data and provide an opportunity for collaboration, sharing thoughts, and offering feedback
Coordinating Council	District-level staff meet quarterly with parent reps of school-connected organizations to review educational data and provide an opportunity for collaboration, sharing thoughts, and offering feedback. On April 19, 2024, district staff provided an overview of the LCAP process and an opportunity to look at district and student data and provide feedback.
Board of Trustees	On April 9, 2024, district-level staff provided the board with a Board Study Session to review survey data, current LCAP metrics and progress, and an opportunity to look at district and student data and provide feedback.
Employee Associations	District-level meetings are held with CSEA and SDFSA to review educational data and provide an opportunity for collaboration, sharing thoughts, and offering feedback.
Parent Advisory Council (also called Parent Curricular Advisory Council)	District-level staff meet quarterly with parent reps from each school campus to review educational data and provide an opportunity for collaboration, sharing thoughts, and offering feedback. On May 6, 2024, district staff provided an overview of the LCAP process and an opportunity to look at district and student data and provide feedback.
SELPA	The local SELPA, North Council Consortium for Special Education, convenes meetings at least quarterly, where representatives from SDUHSD update the SELPA on the district's progress and data analysis findings.
DELAC	LCAP metrics and performance data are shared with the DELAC (District English Learner Advisory Committee). The District actively seeks feedback from DELAC members, and their input is taken into consideration during the development of the LCAP. This process allows for an ongoing opportunity for collaboration and insight.

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

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

~WHAT DID THE LCAP DESIGN PROCESS LOOK LIKE?~

The LCAP is a springboard for SDUHSD to act on best practices and strategies offered by our educational partners so we can better support ALL of our students. In creating this LCAP, we aim to honor and respect our educational partners' unique perspectives, ideas, and contributions.

This year, we completely changed how we collaborate with our educational partners. Specifically, we:

- Partnered with the San Diego County Office of Education to facilitate listening circles with students to identify the needs of students from various backgrounds, including students experiencing success at school, students who had been recently suspended, students who are learning English, students of color, and students with disabilities.
- Partnered with the National Conflict Resolution Center to facilitate listening sessions with staff and families to eliminate bias and ensure that as many voices as possible were heard.
- We began a communication campaign in several languages to promote engagement in our Community LCAP nights. Information was provided in multiple formats, and bilingual liaisons made many phone calls to personally invite community members to these events. Emails were sent to all staff members, and messages were sent to families through Parent Square.
- Held a "Superintendent's Roadshow" at all school locations to share Dashboard results with staff and provided staff with an opportunity to provide leadership with input that informs the LCAP development process.
- Met with members of student advisory committees and leadership groups for support in identifying district successes, areas of improvement, and student needs.
- Surveyed staff, families, and students to request input related to the needs of students and ask for suggestions regarding potential actions to address needs
- Gathered input from site administrators and teacher leaders during leadership meetings to review and analyze Dashboard data and local measures, conduct root cause analyses, understand the individual needs of each campus, and brainstorm options to address needs
- Held a virtual LCAP community meeting to promote understanding of the LCAP and provide opportunities for input and feedback
- Conducted a Board Study Session with the SDUHSD Board of Trustees to understand the purpose of the LCAP, analyze themes from educational partner input, and create a plan for next steps with the LCAP
- Reached out to community organizations, such as Casa de Amistad, to engage with families in easily accessible locations

Additionally, we:

- Met with Coordinating Council to inform the development of the LCAP and request feedback on the draft
- Met with bargaining units to request feedback on the draft
- Met with the SELPA administrators and the district Special Education leadership team to review data, areas of success, and needs and ensure that the needs of students with disabilities were being addressed.
- Presented the draft LCAP to the Parent Advisory Council and the District English Learner Advisory Committee in May 2024. The Superintendent responded, in writing, to comments received from both committees.
- Posted the LCAP for public comment before the public hearing in June 2024.
- Held a public hearing to solicit feedback and comments from members of the public regarding the proposed actions and expenditures proposed to be included in the LCAP (June 2024)

- Will adopt a final LCAP and Budget at the Board meeting and report local indicator data as a non-consent item (June 2024)
- Will post the adopted LCAP prominently on our district website (June 2024)

~WHAT INPUT DID EDUCATIONAL PARTNERS PROVIDE?~

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

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

~THEME 1: ACCESS~

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

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

~THEME 2: BELONG~

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

- Social workers to continue supporting students (students, faculty & staff, administrators, families)

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

~THEME 3: ACHIEVE~

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

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

~HOW DID THE INPUT FROM EDUCATIONAL PARTNERS INFLUENCE THE LCAP?~

In response to the needs identified by educational partners, SDUHSD will implement three LCAP goals that address the themes of ACCESS, BELONG, and ACHIEVE.

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

~THEME 1: ACCESS~

The LCAP team met with students, faculty, staff, administrators, parents, and community members to review data and develop this goal around access. Access means many things to different people. For the purpose of SDUHSD, access is defined as ensuring that each student has access to the essential resources and opportunities needed to learn.

- Students commented on how much they value the choices they have to pursue their interests. They want SDUHSD to keep offering many different pathways for learning, including CTE, AP, and independent study.

- Faculty and staff expressed a positive attitude towards their school working conditions. They shared that they want to continue offering a broad course of study so students can enjoy various opportunities.
- Families expressed their appreciation for the skillset of the teachers and staff who work with their children each day. They want to ensure that SDUHSD continues hiring the best educators so that students can maintain high academic outcomes. They also appreciate the consistent upgrades to facilities and the 1:1 access to technology. Families would like to ensure that our students have access to the most current materials available.

~THEME 2: BELONG~

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

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

~THEME 3: ACHIEVE~

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

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

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

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

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

~A DEEPER LOOK AT THIS GOAL~

Access is the foundation to a strong education. The language for this goal, "SDUHSD will provide all students with ACCESS to services, a broad course of study, facilities, materials, and support necessary to learn," is intentionally written to capture the spirit of the following areas:

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

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Basic Services: Fully Credentialed and Appropriately Assigned Teachers (Priority 1) Percentage of teachers appropriately	The most recent TAMO report publicly available from 2021-2022 shows the following: Total teaching FTE: 521.8 Clear: 91.9%			Given the current teacher shortage in certain subject areas, SDUHSD will strive to have >96% of teachers appropriately	

	<p>credentialed and assigned</p> <p>Source: DataQuest Teacher Misassignment Monitoring Outcomes (TAMO) Report</p>	<p>Out-of-field: 2.4%</p> <p>Intern: 0.3%</p> <p>Ineffective: 1.5%</p> <p>Incomplete:0.3%</p>			<p>credentialed and assigned.</p>	
1.2	<p>Basic Services: Access to Standards–Aligned Instructional Materials (Priority 1)</p> <p>Percentage of pupils in the school district with sufficient access to the standards-aligned instructional materials</p> <p>Source: Fall Williams Textbook Sufficiency Report presented to the Board of Trustees</p>	<p>The most recent Williams textbook sufficiency report was presented to the Board of Trustees on September 12, 2023. 100% of SDUHSD students are provided with sufficient standards-aligned textbooks or other instructional materials that are consistent with the adoption cycles and content of the curriculum frameworks.</p>			<p>SDUHSD will continue to provide 100% of students with sufficient standards-aligned textbooks or other instructional materials that are consistent with the adoption cycles and content of the curriculum frameworks.</p>	
1.3	<p>Basic Services: Facilities in “Good” Repair as Measured by Facility Inspection Tool (FIT) (Priority 1)</p> <p>Number of schools with a good or exemplary rating as measured by the FIT tool</p> <p>Source: Facility Inspection Tool (FIT)</p>	<p>The most recent FIT ratings, given in April 2024, are as follows:</p> <p>CCA- Good - 95.95%</p> <p>CVMS- Good - 90.97%</p> <p>DNO- Poor - 71.23%</p> <p>EWMS- Good - 96.77%</p> <p>LCC- Poor - 59.23%</p> <p>OCMS- Good - 98.43%</p> <p>PTMS- Fair - 84.96%</p> <p>SDA- Poor - 72.51%</p> <p>Sunset- Fair - 84.58%</p> <p>TPHS- Fair - 82.30%</p>			<p>All 10 of SDUHSD schools will receive an overall "Good Repair" rating working in collaboration with the maintenance and facilities department.</p>	

1.4	<p>Basic Services: Williams Complaints as Measured by Quarterly Board Report (Priority 1)</p> <p>Number of Williams Complaints</p> <p>Source: Quarterly Williams Complaint Board Report</p>	<p>2023-24 Williams quarterly complaint reports were submitted for Board acceptance on the following dates: 10/26/23, 1/10/24, and 4/8/24.</p> <p>One complaint was reported in Quarter 3.</p>			<p>SDUHSD strives for 0 Williams Complaints.</p>	
1.5	<p>Implementation of State Standards (Priority 2)</p> <p>Progress in implementing state academic standards across all content areas, including access for English Learners.</p> <p>Source: California School Dashboard Local Indicator Reflection Tool Rating Scale 2.1, 2.2, 2.3</p>	<p>On the 2023-2024 California Dashboard, SDUHSD received a "Standard Met" on the local indicator. Using the reflection tool for local indicator #2, questions #1,2, and 3 (progress in providing professional learning, making instructional materials available, and implementing policies to support instructional improvement) with the following rating scale are as follows:</p> <ol style="list-style-type: none"> 1. Exploration and Research Phase 2. Beginning Development 3. Initial Implementation 4. Full Implementation 5. Full Implementation and Sustainability <p>ELA:</p>			<p>SDUHSD will continue to maintain "Standard Met" on the Local Indicator for Implementation of State Standards. We strive to receive 4s or higher in each area.</p>	

		Professional Learning: 5 Instructional Materials: 4 Improving Instruction: 4 ELD: Professional Learning: 2 Instructional Materials: 3 Improving Instruction: 3 Math: Professional Learning: 5 Instructional Materials: 4 Improving Instruction: 4 NGSS: Professional Learning: 5 Instructional Materials: 4 Improving Instruction: 4 HSS: Professional Learning: 5 Instructional Materials: 4 Improving Instruction: 4				
1.6	Access to and enrollment in a broad course of study (Priority 7)	All students: 9,195 Multilingual learners: 99			SDUHSD will increase access to and enrollment in AP courses for students in the	

	Enrollment in Advanced Placement (AP) classes Source: Aeries Course enrollment records	Students of socioeconomic disadvantage: 1,134 Students with disabilities: 189 Foster Youth: 0			Baseline groups by 5%.	
1.7	Access to and enrollment in a broad course of study (Priority 7) Enrollment in Visual and Performing Arts (VAPA) classes Source: Aeries Course enrollment records	All students: 4,543 Multilingual learners: 154 Students of socioeconomic disadvantage: 813 Students with disabilities: 390 Foster Youth: 0			SDUHSD will increase access to and enrollment in VAPA courses for students in the Baseline groups by 5%.	
1.8	Access to and enrollment in a broad course of study (Priority 7) Enrollment in AVID Source: Aeries Course enrollment records	All students: 326 Multilingual learners: 57 Students of socioeconomic disadvantage: 175 Students with disabilities: 33 Foster Youth: 0			SDUHSD will increase access to and enrollment in AVID courses for students in the Baseline groups by 5%.	
1.9	Access to and enrollment in a broad	SDUHSD offers 17 CTE pathways across multiple industries.			Maintain 17 CTE pathways.	

	<p>course of study (Priority 7)</p> <p>Number of Career and Technical Education (CTE) pathways offered</p> <p>Source: Aeries Course enrollment records</p>				
1.10	<p>Access to and enrollment in a broad course of study (Priority 7)</p> <p>Enrollment in Career and Technical Education courses</p> <p>Source: Aeries Course enrollment records</p>	<p>All Students: 5,042</p> <p>Multilingual learners: 173</p> <p>Students of socioeconomic disadvantage: 850</p> <p>Students with disabilities: 441</p> <p>Foster Youth: 1</p>			<p>Target is for CTE Enrollment to increase each year by 1% for all students; 2% for MLL students, students of socioeconomic disadvantage, students with disabilities, and foster youth.</p>
1.11	<p>(Priority 7)</p> <p>Enrollment in Dual Enrollment courses</p> <p>Source: Aeries Course enrollment records</p>	<p>All students: 1,996</p> <p>Multilingual learners: 67</p> <p>Students of socioeconomic disadvantage: 346</p> <p>Students with disabilities: 171</p> <p>Foster Youth: 0</p>			<p>SDUHSD will increase access to and enrollment in Dual Enrollment courses for students in the Baseline groups by 5%.</p>

1.12	<p>Access to and enrollment in a broad course of study (Priority 7)</p> <p>Programs and services developed and provided to students with exceptional needs: Number of students participating in Co-Taught programs</p> <p>Source: Aeries Course Enrollment records</p>	<p>2023-24 student information system data on the number of students in co-taught programs</p> <p>459 (53%) high school SWDs are enrolled in a Co-Taught ELA class for the 2023-2024 school year.</p> <p>265 (30.66%) high school SWDs are enrolled in a Co-Taught Math class for the 2023-2024 school year.</p> <p>214 (24.71%) high school SWDs are enrolled in a Co-Taught Science class for the 2023-2024 school year.</p> <p>94 (10.85%) high school SWDs are enrolled in a Co-Taught Social Science class for the 2023-2024 school year</p> <p>294 (61.89%) middle school SWDs are enrolled in a co-taught ELA class for the 2023-2024 school year.</p> <p>171 (36%) middle school SWDs are enrolled in a Co-Taught</p>			<p>Increase the number of students participating in co-taught classes by 5%.</p>	
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		<p>Math class for the 2023-2024 school year.</p> <p>24 (5%) middle school SWDs are enrolled in a Co-Taught Science class for the 2023-2024 school year.</p> <p>29 (6%) middle school SWDs are enrolled in Co-Taught Social Studies classes for the 2023-2024 school year.</p> <p>*SWD stands for students with disabilities</p>			
1.13	<p>Facilities (Priority 1)</p> <p>Percentage of respondents who believe that their school has clean and well-maintained facilities, as measured by CALSCHLS questions which ask:</p> <p>STUDENTS: My school is usually clean and tidy.</p> <p>STAFF: This school has clean and well-maintained facilities and property.</p> <p>PARENTS:</p>	<p>Percentage of respondents who believe that their school has clean and well-maintained facilities, as measured by CALSCHLS:</p> <p>Students: 58%</p> <p>Staff: 83%</p> <p>Parents: 84%</p>			<p>Increase metrics to:</p> <p>Students: 80%</p> <p>Staff: 85%</p> <p>Parents: 85%</p>

	<p>This school has clean and well-maintained facilities and properties.</p> <p>Source: California Healthy Kids Survey Table A6.14, California School Staff Survey Table A6.9, California School Parent Survey Table A9.1</p>					
1.14	<p>Number of hours utilized in each translation and interpretation contract, including usage data on languages requested.</p> <p>Source: Contract invoices</p>	<p>Currently not tracked, will establish this baseline beginning with the 24-25 school year.</p>			<p>Adjustments to staffing or services to meet the needs of our multilingual translation and interpretation requests.</p>	

Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Intervention Coordinators	Intervention Coordinators help students in need of additional support access courses and interventions. Intervention coordinators will serve at each campus and serve as a vital link between schools, students, and families. This action provides for 2.06 FTE section release for intervention coordinators.	\$301,000.00	Yes
1.2	Newcomer Section Allocations	Structured English Immersion (SEI) sections are designed to support Newcomer English Learners (students who have recently arrived in the United States) in developing English language acquisition and proficiency. In this section, specially credentialed teachers expose students to California core content areas and ELD standards.	\$205,000.00	Yes
1.3	Instructional Assistants (IA)-Multilingual Learner	Multilingual IAs are in-class support for multilingual learner students focused on the development of English language acquisition and proficiency.	\$176,000.00	Yes
1.4	Multilingual Learner Leads	Multilingual Learner Leads provide support in accessing designated and integrated English Language Development, and progress monitoring for all MLL and RFEP (reclassified) students. This action provides a section release at 6.10 FTE LEA wide for a Multilingual Learner Lead at each campus.	\$902,800.00	Yes
1.5	Co-Teaching Sections	Co-taught sections in Math, ELA, and Science are courses that are taught by 2 teachers, one of which holds a special education designation. Co-teaching is designed to support efforts for inclusion and access. This action provides co-teaching at 3.8FTE.	\$555,000.00	Yes

1.6	AVID tutors	This action provides staffing allocations for tutors to support students in the AVID program. The AVID program helps students receive the additional academic, social, and emotional support that will help them succeed in their school's most rigorous courses.	\$100,000.00	Yes
1.7	5 Lab	5Lab provides school staff with analytics tools to use data to help students receive the supports they need, when they need it.	\$50,000.00	Yes
1.8	Powerschool Attendance	Powerschool is an attendance monitoring software that empowers school staff to address and support students experiencing chronic absenteeism.	\$40,000.00	Yes
1.9	SDCOE MTSS	This is a contract for the San Diego County Office of Education to support SDUHSD in enhancing their Multi-Tiered Systems of Support (MTSS).	\$15,000.00	Yes
1.10	Translation & Interpretation Services	In order to overcome language barriers in communication with multilingual families, contracts with Global Village, African Alliance and Voyance support school staff with translation and interpretation services.	\$12,000.00	Yes
1.11	Support for homeless students and foster youth	These are services to support students who are homeless or are foster youth, including bus passes, cell phones, hygiene and school supplies, and transportation and mileage for McKinney Vento families.	\$104,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

~WHY WAS THIS GOAL DEVELOPED?~

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

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

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

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

~WHAT DATA WAS USED TO DEVELOP THIS GOAL?~

SDUHSD's conditions and climate performance metrics on the California Dashboard are strong, having met all of the local indicators and receiving a green indicator for suspension rate. Specifically:

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

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

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

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

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

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

~A DEEPER LOOK AT THIS GOAL~

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	<p>Parent Involvement (Priority 3)</p> <p>Parent participation in the California School Parent Survey.</p> <p>Source: California School Parent Survey</p>	<p>Districtwide, the number of respondents to the California School Parent Survey was 2,146.</p> <p>Middle School: 585 High School: 1,552 Sunset: 9</p>			<p>Increase the number of respondents to 1,200 at the middle school level and 2,500 at the high school level.</p>	
2.2	<p>Parent Involvement (Priority 3)</p> <p>Percentage of parents reporting they feel welcome to participate at school.</p> <p>Source: California School Parent Survey Table A6.1</p>	<p>Percentage of parents reporting "Strongly Agree" or "Agree":</p> <p>Middle School: 77% High School: 78%</p>			<p>Increase percentage of parents reporting "Strongly Agree" or "Agree" to 85%.</p>	
2.3	<p>Parent Involvement (Priority 3)</p> <p>Percentage of parents indicating they are involved in school.</p> <p>Source: California School Parent Survey Table A6.3</p>	<p>Average percentage of parents reporting "Yes"</p> <p>Middle School: 49% High School: 55%</p>			<p>Increase percentage of parents reporting "Yes" to 65%.</p>	

2.4	<p>Parent Involvement (Priority 3)</p> <p>Progress in increasing parent and family engagement, including building relationships between school staff and families, building partnerships for student outcomes, and seeking input for decision-making.</p> <p>Source: California School Dashboard Local Indicator Tool Rating Scale</p>	<p>On the 2023-2024 California Dashboard, SDUHSD received a "Standard Met" on the local indicator. Using the reflection tool for local indicator #3, questions #1-12 with the following rating scale are as follows:</p> <ol style="list-style-type: none"> 1. Exploration and Research Phase 2. Beginning Development 3. Initial Implementation 4. Full Implementation 5. Full Implementation and Sustainability <p>1. Progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families: 5</p> <p>2. Progress in creating welcoming environments for all families in the community: 4</p> <p>3. Progress in supporting staff to learn about each family's strengths, cultures,</p>			<p>SDUHSD will continue to maintain "Standard Met" on the Local Indicator for Implementation of State Standards. We strive to receive 4s or higher in each area.</p>	
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languages, and goals for their children: 4

4. Progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families: 4

5. Progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families: 4

6. Progress in providing families with information and resources to support student learning and development in the home: 4

7. Progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes: 4

8. Progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students: 3

9. Progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making: 5

10. Progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making: 4

11. Progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community: 3

12. Progress in providing opportunities to have families, teachers, principals,

		and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels: 3				
2.5	<p>Parent Participation in programs for Students with Disabilities (Priority 3)</p> <p>Parent participation as measured by IEP attendance.</p> <p>Source: SEIS</p>	In the 2023-2024 school year, 94% of parents participated in student IEPs.			Increase percentage of parent participation to 97%.	
2.6	<p>Family Engagement in programs for Students with Disabilities (Priority 3)</p> <p>Participation in Special Education Strategic Plan Parent Forum</p> <p>Source: Sign in sheets</p>	100% of schools have parent representation in the Forum.			100% of schools will maintain representation at the Special Education Strategic Plan Parent Forum	
2.7	<p>Parent Participation in Programs for Multilingual Learner Students (Priority 3)</p> <p>Participation in District English Learner Advisory Committee (DELAC)</p>	100% of schools will have parent representation on the DELAC.			100% of schools will maintain representation on the DELAC.	

	Source: Sign in sheets				
2.8	<p>Parent Participation in Programs for Multilingual Learner Students (Priority 3)</p> <p>Participation in Parent Institute for Quality Education (PIQE) Parent Engagement and Leadership Programs</p> <p>Source: Sign in sheets and graduation data</p>	<p>This is a new metric so baseline data will be established at the conclusion of the 24-25 school year.</p> <p>We will track the number of parent participants and graduates on an annual basis.</p>			<p>Graduate 25 parents from PIQE annually.</p>
2.9	<p>Family Engagement (Priority 3)</p> <p>Number of family engagement activities and vertical articulation meetings with feeder districts</p> <p>Source: District calendar, meeting agendas</p>	<p>Currently not tracked, will establish this baseline beginning with the 24-25 school year. For this metric, we will track two components: the number of district family engagement activities and the number of vertical articulation meetings with feeder districts.</p>			<p>Adjustments to staff or services to meet the needs of our multilingual families.</p>
2.10	<p>Meaningful Participation (Priority 5)</p> <p>Perception of opportunities for students to be meaningfully involved in school, as measured by a variety of questions</p>	<p>Percentage of respondents reporting "Strongly agree" or "Agree":</p> <p>Students: 35% Staff: 82% Parents: 78%</p>			<p>Increase percentage of respondents reporting "Strongly agree" or "Agree":</p> <p>Students: 65% Staff: 90% Parents: 90%</p>

which ask:

STUDENTS:

At school...

- I do interesting activities.
- I help decide things like class activities or rules.
- I do things that make a difference.
- I have a say in how things work. (added in 2017-18)
- I help decide school activities or rules. (added in 2017-18)

STAFF:

This school:

- Encourages opportunities for students to decide things like class activities or rules
- Gives all students equal opportunity to participate in classroom discussions or activities

	<ul style="list-style-type: none"> • Gives all students equal opportunity to participate in numerous extracurricular and enrichment activities • Gives students opportunities to "make a difference" by helping other people, the school, or the community <p>PARENTS This school gives all students opportunities to make a difference by helping other people, the school, or the community.</p> <p>Source: California Healthy Kids Survey Table A6.4, California School Staff Survey Table A7.4, California School Parent Survey Table A7.1</p>					
2.11	<p>Attendance Rates (Priority 5)</p> <p>Positive average daily attendance rate</p> <p>Source: CALPADS</p>	<p>2023-2024 positive average daily attendance rate: 96.2%</p>			<p>Achieve a 97% or better positive average daily attendance rate.</p>	

2.12	<p>Attendance Rates (Priority 5)</p> <p>Chronic absenteeism rates (grades 7-8 only)</p> <p>Source: California School Dashboard Chronic Absenteeism Indicator</p>	<p>On the 2023-2024 California School Dashboard, the percentage of students in grades 7-8 who are absent 10 percent or more of the instructional days they were enrolled are as follows:</p> <p>All Students: Yellow - 11.2%</p> <p>~Race/Ethnicity~ African American: Orange - 35.5%</p> <p>American Indian: Data not displayed due to small n size</p> <p>Asian: Green - 3.8%</p> <p>Filipino: Data not displayed due to small n size</p> <p>Hispanic: Yellow - 15%</p> <p>Two or More Races: Green - 8.8%</p> <p>Pacific Islander: Data not displayed due to small n size</p> <p>White: 12.9%</p> <p>~Student Group~</p>			<p>Decrease chronic absenteeism to a level where each student group receives a green indicator on the California Dashboard.</p>	
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		<p>English Learners: Yellow - 10.9%</p> <p>Foster Youth: Data not displayed due to small n size</p> <p>Homeless: Orange - 28.9%</p> <p>Socioeconomically Disadvantaged: Yellow - 20.7%</p> <p>Students with Disabilities: Yellow - 19%</p>				
2.13	<p>High School Graduation Rate (Priority 5)</p> <p>High school graduation rates</p> <p>Source: California School Dashboard Graduation Rate Indicator</p>	<p>On the 2023-2024 California School Dashboard, the percentage of students completing high school, which includes students who receive a standard high school diploma:</p> <p>All Students: Blue - 96.2%</p> <p>~Race/Ethnicity~ African American: No performance color - 100%</p> <p>American Indian: No performance color - data not displayed due to small n size</p>			<p>Increase or exceed California Dashboard metric indicator to green or higher for each student group.</p>	

Asian: Blue - 97.4%

Filipino: No performance color - 100%

Hispanic: Orange - 78.1%

Two or More Races: Blue - 98.6%

Pacific Islander: No performance color - data not displayed due to small n size

White: Blue - 97.2%

~Student Group~
English Learners: Orange - 78.1%

Foster Youth: No performance color - data not displayed due to small n size

Homeless: Orange - 70.8%

Socioeconomically Disadvantaged: Yellow - 92.1%

Students with Disabilities: Orange - 82.7%

2.14	<p>Middle School Dropout Rate (Priority 5)</p> <p>Number of middle school dropouts</p> <p>Source: CALPADS Fall 1 Report 8.1c</p>	<p>2023-2024 CALPADS Fall 1 Report data shows 0 middle school dropouts.</p>			<p>Maintain 0 middle school dropouts</p>	
2.15	<p>High School Dropout Rate (Priority 5)</p> <p>Number of high school dropouts</p> <p>Source: CALPADS Fall1 Report 8.1c</p>	<p>2023-2024 CALPADS Fall 1 Report data shows 41 high school dropouts.</p>			<p>Reduce and maintain high school drop out rates to less than 1% of students on track for graduation.</p>	
2.16	<p>Suspension Rate (Priority 6)</p> <p>Number of suspensions</p> <p>Source: California School Dashboard</p>	<p>On the 2023-2024 California School Dashboard, the percentage of students who have been suspended for at least one aggregate day in a given school year are as follows:</p> <p>All Students: Green - 2.3%</p> <p>~Race/Ethnicity~ African American: Red - 10.2%</p> <p>American Indian: No Performance Color - 4.2%</p>			<p>Decrease or maintain suspension rates to less than 2% and receive a green indicator or better for each student group.</p>	

		<p>Asian: Blue - 0.6%</p> <p>Filipino: Blue - 1%</p> <p>Hispanic: Orange - 3.6%</p> <p>Two or More Races: Green - 2.4%</p> <p>Pacific Islander: No Performance Color - Data not shown due to small n size</p> <p>White: Green - 2.3%</p> <p>~Student Group~ English Learners: Orange - 4.7%</p> <p>Foster Youth: No Performance Color - 9.1%</p> <p>Homeless: Green - 2.9%</p> <p>Socioeconomically Disadvantaged: Yellow - 3.7%</p> <p>Students with Disabilities: Orange - 6.7%</p>				
2.17	Expulsion Rate (Priority 6)	The most recent public expulsion data from 2022-2023 is as follows:			Maintain very low expulsion rate (<.5%).	

	<p>Number of expulsions</p> <p>Source: DataQuest</p>	<p>SDUHSD Total: 13</p> <p>Expulsion Rate: 0.1%</p>				
2.18	<p>Sense of Safety (Priority 6)</p> <p>Percentage of respondents who believe that students are safe at school, as measured by a variety of questions which ask:</p> <p>STUDENTS: How safe do you feel you are when you are at school?</p> <p>STAFF: This school is a safe place for students.</p> <p>PARENTS: This school is a safe place for my child.</p> <p>Source: California Healthy Kids Survey Table A8.1, California School Staff Survey Table A6.2, California School Parent Survey Table A7.1</p>	<p>Percentage of respondents reporting students are "Very safe" or "safe" (students) and "strongly agree" or "agree" (staff, parents)</p> <p>Students: 74%</p> <p>Staff: 91%</p> <p>Parents: 90%</p>			<p>Increase of maintain percentage of respondents reporting students are "Very safe" or "safe" (students) and "strongly agree" or "agree" (staff, parents)</p> <p>Students: Increase to 90%</p> <p>Staff: Maintain a minimum 91%</p> <p>Parents: Maintain a minimum 90%</p>	
2.19	<p>School Connectedness (Priority 6)</p>	<p>Students reporting Agree or Strongly Agree are as follows:</p>			<p>Increase percentage of students reporting feeling connected</p>	

	<p>Percentage of students reporting feeling connected to school, as measured by the School Connectedness Scale Questions on the California Healthy Kids Survey which ask:</p> <ul style="list-style-type: none"> o I feel close to people at this school. o I am happy to be at this school. o I feel like I am part of this school. o The teachers at this school treat students fairly. o I feel safe in my school. <p>Source: California Healthy Kids Survey Table A6.4</p>	<p>Grade 7: 70% Grade 8: 61% Grade 9: 67% Grade 10: 68% Grade 11: 69% Grade 12: 70%</p>			<p>at school to 75% or higher on the California Healthy Kids Survey.</p>	
2.20	<p>Student Engagement (Priority 6)</p> <p>Percentage of students responding to the California Healthy Kids Survey (CHKS)</p> <p>Source: CHKS Main Report</p>	<p>Response Rates are as follows:</p> <p>Total Responses: 8,727</p> <p>Grade 7: 93% Grade 8: 88% Grade 9: 75% Grade 10: 66% Grade 11: 63% Grade 12: 56%</p>			<p>Target Response Rates are 95% or higher for each grade level.</p>	

2.21	<p>Staff Involvement (Priority 6)</p> <p>Staff Participation in the California School Staff Survey</p> <p>Source: California School Staff Survey</p>	<p>Districtwide, the number of respondents to the California School Staff Survey was 465.</p>			<p>Increase the level of staff participation to 550.</p>	
2.22	<p>Staff Involvement (Priority 6)</p> <p>School supports for staff in terms of developing a positive working environment, as measured by the California School Staff Survey questions which ask:</p> <p>Please indicate how much you agree or disagree with the following statements about your school.</p> <ul style="list-style-type: none"> • This school is a supportive and inviting place for staff to work. • This school promotes trust and collegiality among staff. • This school promotes personnel participation in decision- 	<p>Percentage of staff reporting "Strongly agree": or "Agree"</p> <p>Middle School: 89%</p> <p>High School: 85%</p>			<p>Increase percentage of staff reporting "Strongly agree" or "agree" to 90%.</p>	

	<p>making that affects school practices and policies.</p> <ul style="list-style-type: none"> This school is a safe place for staff. <p>Source: California School Staff Survey Table A6.4</p>					
2.23	<p>Positive Relationships with Caring Staff (Priority 6)</p> <p>Percentage of respondents who believe that adults on campus care about every student, as measured by a variety of questions which ask:</p> <p>STUDENTS: There is a teacher or some other adult from my school...</p> <ul style="list-style-type: none"> who really cares about me. who notices when I'm not there who listens to me when I have something to say <p>STAFF</p>	<p>Percentage of respondents reporting "Pretty much true" or "Very much true" (students) "Strongly agree" or "Agree" (staff, parents)</p> <p>Students: 70% Staff: 95% Parents: 85%</p>			<p>Increase or maintain percentage of respondents reporting "Pretty much true" or "very much true" (students) or "Strongly agree" or "Agree" (staff, parents) as follows:</p> <p>Students: 80% Staff: Maintain a minimum 95% Parents: 90%</p>	

<p>Adults who work at this school...</p> <ul style="list-style-type: none"> • really care about every student • acknowledge and pay attention to students • listen to what students have to say <p>PARENTS This school had adults who really care about students</p> <p>Source: California Healthy Kids Survey Table A6.5, California School Staff Survey Table A7.2, California School Parent Survey Table A7.1</p>					
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Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Social Workers	This provides for 7.0 FTE Social Workers, who are part of the SDUSD student services team that supports social-emotional learning and mental health and wellness.	\$1,050,000.00	Yes
2.2	Teacher on Special Assignment	This provides a 1.0 FTE Teacher on Special Assignment for Inclusion, Intervention, and Outreach for students with disabilities and support for parents of students with disabilities.	\$114,000.00	Yes
2.3	Bilingual Community Parent Liaison	This provides for 1.46 FTE split among 3 liaisons. Bilingual community parent liaisons provide support and outreach to SDUHSD multilingual families.	\$90,300.00	Yes
2.4	Teacher Recruitment	This action covers costs for Human Resources to promote teacher recruitment and diverse staffing (job fairs, etc.)	\$2,000.00	Yes
2.5	Counselor on Special Assignment	This provides a 1.0FTE Counselor on Special Assignment (CoSA) to support student mental health, wellness, engagement, and belonging across all campuses.	\$140,000.00	Yes
2.6	Care Solace	This is a contract with Care Solace for Tier 2 & 3 mental health support. Care Solace is a confidential online resource with a live 24/7 concierge line	\$30,000.00	Yes

		meant to assist individuals in finding local mental health-related programs and counseling services.		
2.7	Universal Screener	Universal screener to proactively identify students in need of additional support.	\$130,000.00	Yes
2.8	Teacher on Special Assignment (ToSA)	This action provides for a TOSA at 1.0FTE to support objectives for the 6 student groups who received red indicators on the California School Dashboard, as detailed in the introductory section of the LCAP.	\$150,000.00	Yes
2.9	PIQE	This is an organization that partners with SDUHSD to help enable parents' capacity to engage in their children's education and strengthen parent-teacher-school collaboration.	\$83,184.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

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

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

~A DEEPER LOOK AT THIS GOAL~

Looking to the SDUHSD Unity of Purpose statement, we are unified as a district in the belief that EACH AND EVERY student deserves the best possible education, with robust academics and a breadth of experiences that prepare students for success in the world beyond SDUHSD. The language of this goal is very intentionally written:

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

The spirit of this goal encompasses four areas:

- **Empowering Choices:** Every student has unique interests, strengths, and career aspirations. By preparing them to achieve their academic goals, we empower students to make informed choices about their future paths. This includes providing access to a wide range of educational opportunities, personalized support, and career exploration resources so that each student can pursue a pathway that aligns with their passions and goals.
- **Individual Student Success:** The primary focus of education is to empower students to reach their full potential. By ensuring that all students are prepared to achieve their academic goals, we are setting them up for success in their personal and professional lives. This includes providing them with the necessary knowledge, skills, and resources to excel academically and pursue their chosen pathways after high school.
- **College and Career Readiness:** In today's highly competitive and rapidly evolving job market, a strong academic foundation is essential for students to be competitive and adaptable. By equipping students with the ability to choose pathways for post-

secondary success, such as 2 or 4 year college, vocational training, or entering the workforce directly, we are preparing them to be college, career, and future ready.

- Long-Term Impact: Investing in student success and post-secondary readiness has long-term benefits for both our students and the community as a whole. Students who are prepared to achieve their academic goals are more likely to graduate, pursue higher education or training, secure meaningful employment, and contribute positively to their communities. This contributes to a more educated and skilled workforce and higher levels of civic engagement.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	<p>English Language Arts (ELA) CAASPP Performance (Priority 4)</p> <p>LEA performance on Academic Indicators for ELA using Average Distance from Standard – "DFS", which reflects both Smarter Balanced and CAA results.</p> <p>Source: California School Dashboard</p>	<p>On the 2023-2024 California School Dashboard, the indicator colors and distance from standard for ELA CAASPP are as follows:</p> <p>District Overall: Blue - 77.2 points above standard</p> <p>~Race/Ethnicity~ African American: Orange - 38.9 points below standard</p>			<p>The target is for the district to maintain Blue and for each race/ethnic group and student group to achieve an indicator of green or higher.</p>	

American Indian: No Performance Color - 22.9 points below standard

Asian: Blue - 131.3 points above standard

Filipino: Blue - 93.7 points above standard

Hispanic: Yellow - 21.5 points above standard

Two or More Races: Blue - 90 points above standard

Pacific Islander: No Performance Color - Data not displayed due to low n size

White: Blue - 75.2 points above standard

~Student Group~
 English Learners: Orange - 15.3 points below standard

Foster Youth: No Performance Color - Data not displayed due to low n size

Homeless: Orange - 59.7 points below standard

		<p>Socioeconomically Disadvantaged: Yellow - 19.4 points above standard</p> <p>Students with Disabilities: Yellow - 30.2 points below standard</p>				
3.2	<p>MATH CAASPP Performance (Priority 4)</p> <p>LEA performance on Academic Indicators for MATH using Average Distance from Standard – "DFS", which reflects both Smarter Balanced and CAA results.</p> <p>Source: California School Dashboard</p>	<p>On the 2023-2024 California School Dashboard, the indicator colors and distance from standard are as follows:</p> <p>District Overall: Blue - 52.8 points above standard</p> <p>~Race/Ethnicity~ African American: Orange - 85 points below standard</p> <p>American Indian: No Performance Color - 94.4 points below standard</p> <p>Asian: Blue - 146.1 points above standard</p> <p>Filipino: Blue - 83.1 points above standard</p> <p>Hispanic: Green - 21.2 points below standard</p>			<p>The target is for the district to maintain Blue and for each race/ethnic group and student group to achieve an indicator of green or higher.</p>	

		<p>Two or More Races: Blue - 77.8 points above standard</p> <p>Pacific Islander: No Performance Color - Data not displayed due to low n size</p> <p>White: Blue - 41.6 points above standard</p> <p>~Student Group~ English Learners: Green - 24.7 points below standard</p> <p>Foster Youth: No Performance Color - Data not displayed due to low n size</p> <p>Homeless: Yellow - 102.8 points below standard</p> <p>Socioeconomically Disadvantaged: Green - 21.5 points below standard</p> <p>Students with Disabilities: Yellow - 73.1 points below standard</p>				
3.3	Science CAST Performance (Priority 4)	This data is not yet reported on the California School			The target is for the district and each race/ethnic	

	<p>LEA performance on Academic Indicators for Science using Average Distance from Standard – "DFS", which reflects both Smarter Balanced and CAA results.***tbd with this being added to dashboard</p> <p>Source: California School Dashboard</p>	<p>Dashboard, however, it will be beginning with the 2024-2025 Dashboard.</p> <p>In the 2023-2024 school year, 61.01% of students met or exceeded standard for Science on the CAST assessment.</p>			<p>group and student group to achieve an indicator of green or higher.</p>	
3.4	<p>Met UC/CSU Requirements (A-G Completion) (Priority 4)</p> <p>The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University.</p> <p>Source: California School Dashboard Additional Reports</p>	<p>On the 2023-2024 California School Dashboard, the percentage of students in the combined four- and five-year graduation rate by student group who met the UC/CSU requirements are as follows:</p> <p>All Students: 79.4%</p> <p>~Race/Ethnicity~ African American: 46.2%</p> <p>American Indian: *</p> <p>Asian: 91.2%</p> <p>Filipino: 93.8%</p> <p>Hispanic: 57.9%</p>			<p>Increase and maintain A-G completion rates at 80% or higher for all students.</p> <p>Continue to increase each student group by 2% annually.</p>	

		<p>Two or More Races: 85.5%</p> <p>Pacific Islander: *</p> <p>White: 81.4%</p> <p>~Student Group~ English Learners: 42.3%</p> <p>Foster Youth: *</p> <p>Homeless: 14.6%</p> <p>Socioeconomically Disadvantaged: 61.9%</p> <p>Students with Disabilities: 34.9%</p>				
3.5	<p>CTE Pathway Completion (Priority 4)</p> <p>The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with state board-approved career technical education standards and frameworks</p> <p>Source: California School Dashboard</p>	<p>On the 2023-2024 California School Dashboard, the percentage of students in the combined four- and five-year graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) are as follows:</p> <p>All Students: 37.5%</p> <p>~Race/Ethnicity~ African American: 7.7%</p>			<p>The target is to increase CTE Pathway completion for all students by 4%, with an overall 3% increase for each student group.</p>	

		<p>American Indian: *</p> <p>Asian: 36.0%</p> <p>Filipino: 68.8%</p> <p>Hispanic: 24.7%</p> <p>Two or More Races: 37.0%</p> <p>Pacific Islander: *</p> <p>White: 41.3%</p> <p>~Student Group~ English Learners: 16.8%</p> <p>Foster Youth: *</p> <p>Homeless: 6.3%</p> <p>Socioeconomically Disadvantaged: 29.0%</p> <p>Students with Disabilities: 22.9%</p>				
3.6	<p>Both CTE & Met UC/CSU Requirements (A-G Completion) (Priority 4)</p> <p>The percentage of pupils who have successfully completed both A-G and CTE pathway requirements</p>	<p>On the 2023-2024 California School Dashboard, the combined rate percentage of students in the combined four- and five-year graduation rate by student group who met UC/CSU Requirements</p>			<p>The target is to increase CTE Pathway and A-G completion for all students by 4%, with an overall 3% increase for each student group.</p>	

	<p>Source: California School Dashboard</p>	<p>AND completed at least one CTE Pathway with a grade of C- or better (or Pass) are as follows:</p> <p>All Students: 33.9%</p> <p>~Race/Ethnicity~ African American: 7.7%</p> <p>American Indian: *</p> <p>Asian: 33.2%</p> <p>Filipino: 62.5%</p> <p>Hispanic: 19.6%</p> <p>Two or More Races: 35.5%</p> <p>Pacific Islander: *</p> <p>White: 37.7%</p> <p>~Student Group~ English Learners: 10.9%</p> <p>Foster Youth: *</p> <p>Homeless: 2.1%</p> <p>Socioeconomically Disadvantaged: 24.7%</p> <p>Students with Disabilities: 14.5%</p>				
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3.7	<p>Percentage of English Learner pupils who made progress toward English Proficiency measured by ELPAC (Priority 4)</p> <p>The percentage of English Learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California or any subsequent assessment of English proficiency, as certified by the state board.</p> <p>Source: California School Dashboard</p>	<p>Orange - 54.2% making progress towards English language proficiency</p> <p>40% of ELs progressed at least one ELPI level</p> <p>14.2% of ELs maintained ELPI level 4</p> <p>24.8% of ELs maintained ELPI levels 1, 2L, 2H, 3L, 3H</p> <p>21.1% of ELs decreased at least one ELPI level</p>			Target is to increase the ELP Indicator to green.	
3.8	<p>Reclassification Rate (Priority 4)</p> <p>The English Learner reclassification rate.</p> <p>Source: DataQuest</p>	<p>In the 2022-2023 school year, 112 students were reclassified to Fluent English Proficient. The reclassification rate for 22-23 = 18.21%</p>			Increase reclassification rates to 25%.	
3.9	<p>AP Exam Pass Rate (Priority 4)</p> <p>The percentage of pupils who have passed an Advanced Placement examination with a score of 3 or higher.</p>	<p>2022-2023 AP Exam Data:</p> <p>9,667 exams 84% pass rate 3,777 examinees 2.6 exams per student</p>			Maintain high AP Exam pass rates at or above 84%	

	Source: CollegeBoard Reporting Site				
3.10	<p>Early Assessment Program Rates (Priority 4)</p> <p>Participation and demonstration of college preparedness. Percentage of students who are "Ready" for College as measured by the grade 11 Early Assessment Program in English Language Arts and Math</p> <p>Source: CAASPP Scores</p>	<p>English Language Arts EAP using 2022-2023 CAASPP scores:</p> <p>44.28% "College Ready" (CAASPP level 4)</p> <p>48.16% "Conditionally Ready" (CAASPP level 2 and 3)</p> <p>7.56% "Not Ready" (CAASPP level 1)</p> <p>Math EAP using 2022-2023 SBAC scores:</p> <p>46.51% "College Ready" (SBAC level 4)</p> <p>39.13% "Conditionally Ready" (SBAC level 2 and 3)</p> <p>14.36% "Not Ready" (CAASPP level 1)</p>			<p>Decrease the percentage of students who are "not ready" (grade 11, CAASPP level 1) in ELA and Math by 5% each.</p>
3.11	<p>State Seal of Biliteracy (Priority 8)</p> <p>Percentage of students who earn the State Seal of Biliteracy</p> <p>Source: DataQuest Four-Year ACGR Report and Outcomes</p>	<p>In 2022-2023, 690 of a cohort of 2,279 students earned the Seal of Biliteracy, for a percentage of 30%.</p>			<p>Increase the percentage of students earning the State Seal of Biliteracy by 5%.</p>
3.12	<p>Golden State Seal Merit Diploma (Priority 8)</p>	<p>In 2022-2023, 1,761 of a cohort of 2,279 students</p>			<p>Increase the percentage of</p>

	<p>Percentage of students who earn the Golden State Seal Merit Diploma</p> <p>Source: DataQuest Four-Year ACGR Report and Outcomes</p>	<p>earned the Golden State Seal Merit Diploma, for a percentage of 77%.</p>			<p>students earning the Golden State Seal Merit Diploma by 5%.</p>	
3.13	<p>College Credit Courses Completed (Priority 8)</p> <p>Percentage of students with completion of two semesters, three quarters, or three trimesters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded</p> <p>Source: CA School Dashboard College/Career Levels and Measures "Met Prepared" Report</p>	<p>All Students: 16.1%</p>			<p>Increase the percentage of students meeting prepared on the CCI indicator through college courses completed by 5%.</p>	

Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Professional Development Costs (SBAs/Sub Costs)	Costs for staff professional development funded through LCAP, such as substitute costs and SBAs.	\$11,000.00	Yes
3.2	College visits	This action provides bus costs for college visits for students who are first generation college bound.	\$5,000.00	Yes
3.3	Intervention Sections	This action provides staffing for intervention support sections in math, ELA/Reading, and Academic Lab/Survival at 3.95FTE.	\$576,700.00	Yes
3.4	Dual Language Program	This action provides for staffing for SDUHSD's Dual Language Immersion Program at Diegueno Middle School @ 1.20FTE.	\$186,000.00	Yes
3.5	CoSA	This action provides for a counselor on special assignment @ .8FTE to support College and Career readiness.	\$101,000.00	Yes

3.6	Assessment Coordinator	This action provides a district-level coordinator to support both assessment and data initiatives and student outreach for assessment programs.	\$114,000.00	Yes
3.7	Renaissance	Renaissance is an academic screener designed to provide assessments to identify and support students with targeted intervention in ELA and math.	\$152,349.00	Yes
3.8	ELLevation	ELLevation is a software program for progress monitoring multilingual learner students.	\$6,200.00	Yes
3.9	Freckle	Freckle is software designed to support mathematics.	\$23,000.00	Yes
3.10	Read 180	Read 180 is ELA intervention software designed to support MLL students with ELA.	\$70,000.00	Yes
3.11	AVID	Costs for the AVID (Advancement Via Individual Determination) program, which is designed to support students who are college-bound.	\$35,000.00	Yes
3.12	IXL	Cost of the IXL math software and professional development.	\$53,155.00	Yes
3.13	Brain Pop	Brain Pop Software designed to support learning in various content areas.	\$15,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$5,535,130	\$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
3.872%	0.044%	\$63,558.00	3.916%

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	<p>Action: Intervention Coordinators</p> <p>Need: Our needs assessments found gaps in access and outcomes for students of low socioeconomic status, Foster Youth, and English Learners.</p>	Coordinators will assist students in accessing a variety of research-based academic interventions and instructional strategies to boost academic performance. Additionally, coordinators will progress monitor and use data-driven decision-making to support improved access to a wider range of courses. The support of coordinators will be principally directed toward English Learners, students of low socioeconomic status, and foster	We will monitor the effectiveness of this action through metrics 1.5-1.10 to determine if students are accessing more courses than before. Effects of this action may also be seen in metrics 3.1 and 3.2.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Academic data on the Dashboard for ELA shows that the all students group received a blue indicator at 77.2 points above standard. However, English learners received an orange indicator at 15.3 points below standard. Students who are socioeconomically disadvantaged received a yellow indicator at 19.4 points above standard. Data for Foster Youth is suppressed due to low n size.</p> <p>Academic data on the Dashboard for Math shows that the all students group received a blue indicator at 58.2 points above standard. Although both English learners and socioeconomically disadvantaged students received a green indicator, the groups are performing at 24.7 and 21.5 points below standard, respectively.</p> <p>Course enrollment data also suggests that students in these groups access AP courses, VAPA courses, AVID courses, CTE courses, and dual enrollment at lower rates than students in other groups.</p> <p>Empathy interviews with EL students, Foster students, and students of low socioeconomic status revealed that some of these students are missing out on opportunities to participate in electives such as VAPA and AVID because of the need for intervention.</p> <p>Scope: LEA-wide</p>	<p>youth. This action is being provided on an LEA-wide basis, and any student experiencing difficulties accessing courses and support would benefit from the services.</p>	

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
<p>1.5</p>	<p>Action: Co-Teaching Sections</p> <p>Need: This action is principally directed towards English Learners and Low Income students with Disabilities. Dashboard data shows that both of these student groups are performing at lower levels than the "all students" group in ELA, Math, and Science.</p> <p>Scope: LEA-wide</p>	<p>Co-teaching, which involves having two teachers (often a general education teacher and a special education teacher) collaboratively plan, instruct, and assess students in the same classroom, can benefit students with disabilities in several ways. With two teachers in the classroom, students with disabilities can receive more individualized attention and support tailored to their specific needs and learning styles. Co-teachers can plan and deliver instruction using various strategies and adaptations to meet the diverse learning needs of all students, including those with disabilities. Co-teaching also promotes an inclusive classroom environment where students with disabilities are fully integrated with their non-disabled peers, fostering social inclusion and reducing stigma. The general education teacher brings expertise in the content area, while the special education teacher contributes expertise in specialized instructional strategies, accommodations, and behavior management techniques. With two teachers in the classroom, students with disabilities can receive more support, both academically and behaviorally, which can lead to improved academic performance and social-emotional development.</p>	<p>This action will be monitored using metric 1.1, 1.4. and 1.12. Additional impact of this goal may be observed in 3.1, 3.2, and 3.3.</p>
<p>1.6</p>	<p>Action: AVID tutors</p> <p>Need: Dashboard and local data shows that English Learners, Foster Youth, and Low Income students have lower graduation rates and lower enrollment in courses, such as CTE and AP, that will set them up for post-secondary success. The AVID program helps schools better meet the diverse needs of their students and enhance overall educational outcomes. Interviews with students and parents highlight</p>	<p>AVID focuses on preparing students, especially those from underrepresented or disadvantaged backgrounds, for success in college and future careers. It provides academic and social support to help students develop the skills and mindset necessary for postsecondary education and career advancement. SDUHSD offers AVID at all of the high schools because AVID specifically targets students who may face academic, socioeconomic, or cultural barriers to success. By providing these students with additional support, resources, and strategies, AVID helps close achievement gaps and promote educational equity within our schools.</p>	<p>1.5, 1.7, 1.9, 1.10, 1.11</p>

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
	<p>the success they have had in becoming college and career ready with the support of this program. Teachers have emphasized the importance of helping students develop essential study skills, such as note-taking, organization, time management, and critical thinking, and they believe that AVID helps address this crucial need.</p> <p>Scope: Schoolwide</p>		
<p>1.7</p>	<p>Action: 5 Lab</p> <p>Need: A comprehensive data monitoring system is essential for our school districts to make data-driven decisions, ensure accountability, identify and address achievement gaps, evaluate program effectiveness, allocate resources efficiently, and ultimately improve student outcomes and the overall quality of education.</p> <p>Scope: LEA-wide</p>	<p>5 Lab enables us to track student performance data, such as test scores, grades, attendance, and other academic indicators. This data provides valuable insights into individual student progress, as well as overall trends and patterns across schools and grade levels. By analyzing disaggregated data based on factors like race, ethnicity, socioeconomic status, and special needs, we can identify achievement gaps and develop targeted strategies to address them, in service of closing opportunity gaps.</p>	<p>1.5, 1.6, 1.7, 1.9, 1.10</p>
<p>1.8</p>	<p>Action: Powerschool Attendance</p> <p>Need: Our data shows that our English Learners, Foster Youth, and Low Income students experience lower positive attendance rates and higher levels of chronic absenteeism than other student groups.</p>	<p>By providing real-time attendance data, the software enables school staff to quickly identify students with attendance issues and intervene early. This can help address the root causes of absenteeism, such as academic difficulties, family problems, or health issues, before they escalate.</p>	<p>Students with poor attendance typically do not access a broad course of study at rates similar to their peers. We will use metrics 1.5, 1.6, 1.7, 1.9, and 1.10 to measure this. Additionally, we will also</p>

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
	<p>Scope: LEA-wide</p>		use metric 2.10 to monitor chronic absenteeism rates.
<p>1.9</p>	<p>Action: SDCOE MTSS</p> <p>Need: MTSS (Multi-Tiered System of Supports) is a comprehensive framework that helps schools provide targeted academic and behavioral support to students based on their individual needs. At these campuses, they noticed a need to identify those who may be struggling academically or behaviorally. This early identification allows for timely intervention and support before issues escalate.</p> <p>Scope: Schoolwide</p>	<p>Individual campuses will be partnering with experts from the San Diego County Office of Education to explore their current MTSS systems, and using a cycle of continuous improvement, work to improve both academic and behavioral supports. By improving MTSS systems, students can receive targeted support based on student needs. Additionally, MTSS helps schools use their resources (e.g., personnel, time, materials) more efficiently and effectively, rather than providing unnecessary interventions to all students. Special attention will be paid to systems that target SDUSD's red indicators on the CA Dashboard, including suspension, CCI, absenteeism, and academic outcomes for multilingual learners.</p>	1.12
<p>1.10</p>	<p>Action: Translation & Interpretation Services</p> <p>Need: SDUHSD has a growing population of students and families who speak languages other than English. Translation and interpretation services are crucial for schools to facilitate communication, promote belonging and inclusion, comply with legal requirements, and ensure that all students and families, regardless of their language proficiency, can fully participate in and benefit from educational opportunities.</p>	<p>Effective communication is crucial for engaging parents and families in their child's education. Translation and interpretation services enable schools to communicate with non-English speaking parents, share important information, and foster their involvement in school activities and decision-making processes.</p>	1.10, 1.14

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		
<p>2.1</p>	<p>Action: Social Workers</p> <p>Need: Results from the CALSCHLS suite of surveys show that there are groups of student in our district that would benefit from social worker support. Students deserve to feel supported by a caring adult, as well as safe, and connected.</p> <p>Scope: LEA-wide</p>	<p>Social workers identify and address non-academic barriers that may prevent students from succeeding in school. They can provide counseling, therapy, and support services to students dealing with issues such as depression, anxiety, trauma, behavior problems, or family difficulties. Social workers are equipped to intervene in crisis situations and provide immediate support to connect students and families with appropriate services.</p>	<p>2.2, 2.14, 2.15, 2.16, 2.17, 2.18, 2.19, 2.23,</p>
<p>2.2</p>	<p>Action: Teacher on Special Assignment</p> <p>Need: English Learner and Low Income Students with Disabilities often face compounded challenges and require additional supports to access educational opportunities fully. In SDUHSD, students from these groups are experiencing lower rates of inclusion and overall academic student outcomes than their peers.</p> <p>Scope: LEA-wide</p>	<p>Effective support for this group of students requires close collaboration among English Language Development teachers, general education teachers, special education teachers, speech-language pathologists, and other specialists. Coordinated services and frequent communication are essential, and the TOSA provides an integral link between these providers. Additionally, the TOSA actively engages families of English learners and low-income students with disabilities, providing access to information and resources in their native languages.</p>	<p>2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.12, 2.13</p>
<p>2.3</p>	<p>Action: Bilingual Community Parent Liaison</p> <p>Need:</p>	<p>Families utilize the support of community liaisons for enrollment, attendance questions, social emotional support, vertical articulation, and any other needs that may arise.</p>	<p>2.1, 2.2, 2.3, 2.4, 2.7, 2.8, 2.11, 2.12, 2.23</p>

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

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	students with the support they need to experience belonging at school.	
2.6	<p>Action: Care Solace</p> <p>Need: Multilingual learners, foster youth, and low income families often face barriers when trying to access mental health support. Families have shared that SDUHSD's partnership with Care Solace has helped them find appropriate resources based on their specific needs, insurance coverage, and location.</p> <p>Scope: LEA-wide</p>	By partnering with Care Solace, we can better support the mental health and well-being of our students, staff, and families while streamlining processes and reducing administrative burdens related to mental health resource navigation. Care Solace simplifies the process of finding and accessing mental health support by acting as a single point of contact. Families and staff can call or use the online platform to get personalized assistance navigating the complex mental health landscape. This partnership ensures that individuals can access support and resource navigation when needed. Additionally, it allows us to promote mental health awareness and destigmatizes the process of seeking support.	2.2, 2.3, 2.18, 2.22, 2.23
2.7	<p>Action: Universal Screener</p> <p>Need: When students face challenges, our district's system is reactive. Universal screeners are necessary because early detection increases the chances of providing timely intervention and preventing more serious issues from developing.</p> <p>Scope: LEA-wide</p>	These tools allow teachers multiple opportunities to know how students progress throughout the school year. Teachers and counselors use the data to plan lessons, including interventions better. It is critical to all students, but most importantly, for unduplicated students, that teachers know where to intervene when needed.	2.10, 2.18, 2.19,
2.8	<p>Action: Teacher on Special Assignment (ToSA)</p> <p>Need:</p>	A ToSA will provide direct professional development for teachers to close these gaps by supporting each team through a comprehensive needs assessment and then a plan-do-study-act	2.10, 2.11, 2.12, 2.13, 2.16, also seen in 3.1, 3.2, and 3.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>In SDUHSD, there are 6 Dashboard indicators that received a score of red:</p> <ul style="list-style-type: none"> • Suspensions of African American students districtwide • CCI for multilingual learner students at La Costa Canyon and students experiencing homelessness at Sunset • Chronic absenteeism for students with disabilities at Diegueno • ELA & Math for multilingual learners at Oak Crest <p>Scope: LEA-wide</p>	<p>cycle of continuous improvement with strategies and solutions created at each campus.</p>	
<p>3.1</p>	<p>Action: Professional Development Costs (SBAs/Sub Costs)</p> <p>Need: Our data shows gaps in achievement for unduplicated pupils in ELA, math, and science on CAASPP. Teachers will engage in professional learning in these content areas to close these gaps.</p> <p>Scope: LEA-wide</p>	<p>This action will allow classroom instruction to continue while teachers are engaging in professional development.</p>	<p>3.1, 3.2, 3.3</p>
<p>3.2</p>	<p>Action: College visits</p> <p>Need: Unduplicated student groups have lower graduation rates and lower UC/CSU A-G</p>	<p>By providing unduplicated students groups access to college campuses, students are able to learn about dual enrollment and post-secondary options in specific fields and areas of personal interest. Because these groups of students are historically underrepresented in colleges, it is important to</p>	<p>3.4, 3.5, 3.13</p>

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
	<p>course completion rates than the all students group. In order to close this gap, students need exposure and access to post-secondary opportunities, including college.</p> <p>Scope: LEA-wide</p>	<p>provide information and exposure to college campuses. These college visits will underscore the importance of UC/CSU A-G course completion rates, and eliminate barriers to understanding about the college admissions and financial aid process.</p>	
<p>3.3</p>	<p>Action: Intervention Sections</p> <p>Need: CAASPP and CAST data shows some student groups, including multilingual learners and students of low socioeconomic status, are performing lower academically than the all students group. In order to eliminate the opportunity gap, additional support is needed in ELA, math, and academic skills.</p> <p>Scope: LEA-wide</p>	<p>Intervention sections provided by certificated staff provide students who are underperforming in ELA, math, and academic skills with additional learning time in these areas. These sections provide each campus with funds that enables teachers to spend more time with students in need of additional support to focus on skill-building in order to boost achievement and close learning gaps.</p>	<p>3.1, 3.2, 3.3, 3.6, 3.10</p>
<p>3.4</p>	<p>Action: Dual Language Program</p> <p>Need: English Learner students at Diegueno have lower Dashboard indicators than their peers.</p> <p>Scope: Schoolwide</p>	<p>Providing access to a dual language program, where instruction is both in primary language and target language, allows for the transfer of vocabulary and skills needed to achieve academic success.</p>	<p>3.1, 3.2, 3.3, 3.7, 3.8</p>
<p>3.5</p>	<p>Action: CoSA</p>	<p>The CoSA's main responsibility is to provide access to students and professional learning for teachers so that students can complete A-G</p>	<p>3.4, 3.5, 3.6, 3.7, 3.8, 3.10</p>

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

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
	<p>In order to ensure that students are meeting their academic goals, academic progress monitoring must be completed more frequently.</p> <p>Scope: LEA-wide</p>		
<p>3.8</p>	<p>Action: ELLevation</p> <p>Need: Data shows that it takes approximately 6-7 years to become proficient in English. Multilingual learners and redesignated multilingual learners are monitored to ensure that they are on track towards proficiency.</p> <p>Scope: LEA-wide</p>	<p>Ellevation supports the monitoring of progress and academic needs for multilingual learners, including our recently reclassified multilingual learners.</p>	<p>3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8</p>
<p>3.9</p>	<p>Action: Freckle</p> <p>Need: Data shows that there are gaps in mathematical proficiency for unduplicated student groups, specifically for multilingual learners, when compared to the all student group.</p> <p>Scope: LEA-wide</p>	<p>Freckle is an online software program that provides for additional math practice and mathematical vocabulary enhancement. Students are able to use this platform for additional support and enrichment in mathematics. Additionally, teachers use the data from Freckle to provide support and intervention in math on an individual level as needed. Freckle is used LEA wide for progress monitoring for all students, which allows teachers to keep a pulse on student progress, determine if learning gaps among student groups persist, and respond to those gaps in real time.</p>	<p>3.2</p>
<p>3.11</p>	<p>Action: AVID</p>	<p>This action provides tutors, field trips, and instructional materials for AVID students in AVID</p>	<p>3.4, 3.6, 3.9, 3.10, 3.11, 3.12, 3.13</p>

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

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
1.3	<p>Action: Instructional Assistants (IA)- Multilingual Learner</p> <p>Need: After FPM review during the 2022-2023 school year, the district's model to support multilingual learners shifted to focus on access to integrated ELD at all sites for multilingual learners. The district aims to provide these in-class supports in order to boost English acquisition and proficiency. Interviews with MLL students revealed that they feel supported by the IAs as they develop their English skills. Teachers also shared how helpful the IAs are in providing language support to MLLs with complex vocabulary.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Support in the classroom provides multilingual learners the opportunity to be included in the general education classroom with integrated ELD inclusive of California Core Content Area and ELD standards.	We will monitor effectiveness of this metric through 1.4. Additionally, effects of this action may also be seen in metrics 3.1 and 3.2.
1.4	<p>Action: Multilingual Learner Leads</p> <p>Need: After FPM review during the 2022-2023 school year, the district's model to support multilingual learners shifted to focus on access to designated and integrated ELD at all sites for multilingual learners.</p> <p>Scope:</p>	These leads provide support for professional learning related to ELD standards, student reclassification monitoring, and support for dually-identified students. At each school site, MLL leads support the design of MLL student schedules and ensure that there is intentional and systemic support for EL students. MLL leads also ensure that MLL students will receive maximum instructional time and resources to extend their English Language development.	We will monitor effectiveness of this metric through 1.4. Additionally, effects of this action may also be seen in metrics 3.1 and 3.2.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
1.11	<p>Action: Support for homeless students and foster youth</p> <p>Need: Foster Youth and homeless students often experience significant trauma, disruptions, and instability in their living situations, which can negatively impact their academic performance, behavior, and overall well-being. Additional supports help mitigate the effects of these challenges and provide a stable, supportive environment for learning.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Ensuring that foster youth receive the additional supports they need is crucial for addressing the unique challenges they face, promoting their academic success, and supporting their overall well-being. Extra supports help ensure educational continuity, facilitate smooth transitions, and minimize disruptions to their academic progress.	1.6, 1.7, 1.8, 1.10, 1.11,
2.9	<p>Action: PIQE</p> <p>Need: Empathy interviews and input from DELAC show that parents of English learners have expressed a desire to participate more actively in their students' education.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	PIQE is a parent education program that empowers parents to advocate for their students and partner with schools in order to help them realize their full potential.	2.2, 2.3, 2.4, 2.8
3.10	<p>Action: Read 180</p> <p>Need:</p>	Read 180 is a software program that provides for additional ELA practice in the domains of reading and writing. Teachers use the data from Read 180 to provide support and intervention to multilingual learners as needed. This software is being provided to multilingual learners across the LEA in	3.1, 3.7

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Data shows that there are gaps in ELA performance for Multilingual learner students when compared to the all students group. Scope: Limited to Unduplicated Student Group(s)	order to to maximize their impact in increasing overall reading comprehension and writing skills.	

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

N/A

Additional Concentration Grant Funding

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

N/A

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		
Staff-to-student ratio of certificated staff providing direct services to students		

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	142,946,706	5,535,130	3.872%	0.044%	3.916%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$5,598,688.00	\$0.00	\$0.00	\$0.00	\$5,598,688.00	\$4,772,800.00	\$825,888.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
This table was automatically populated from this LCAP.															
1	1.1	Intervention Coordinators	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$301,000.00	\$0.00	\$301,000.00				\$301,000.00
1	1.2	Newcomer Section Allocations	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$205,000.00	\$0.00	\$205,000.00				\$205,000.00
1	1.3	Instructional Assistants (IA)- Multilingual Learner	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$176,000.00	\$0.00	\$176,000.00				\$176,000.00
1	1.4	Multilingual Learner Leads	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$902,800.00	\$0.00	\$902,800.00				\$902,800.00
1	1.5	Co-Teaching Sections	English Low Learners Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$555,000.00	\$0.00	\$555,000.00				\$555,000.00
1	1.6	AVID tutors	English Foster Low Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth	All Schools 9-12	Ongoing	\$100,000.00	\$0.00	\$100,000.00				\$100,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
						Low Income									
1	1.7	5 Lab	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$50,000.00	\$50,000.00			\$50,000.00
1	1.8	Powerschool Attendance	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$40,000.00	\$40,000.00			\$40,000.00
1	1.9	SDCOE MTSS	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: CVMS, DNO & SDA	Ongoing	\$0.00	\$15,000.00	\$15,000.00			\$15,000.00
1	1.10	Translation & Interpretation Services	English	Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$0.00	\$12,000.00	\$12,000.00			\$12,000.00
1	1.11	Support for homeless students and foster youth	Foster	Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	Ongoing	\$0.00	\$104,000.00	\$104,000.00			\$104,000.00
2	2.1	Social Workers	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,050,000.00	\$0.00	\$1,050,000.00			\$1,050,000.00
2	2.2	Teacher on Special Assignment	English Low	Learners Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$114,000.00	\$0.00	\$114,000.00			\$114,000.00
2	2.3	Bilingual Community Parent Liaison	English	Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$90,300.00	\$0.00	\$90,300.00			\$90,300.00
2	2.4	Teacher Recruitment	English	Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$0.00	\$2,000.00	\$2,000.00			\$2,000.00
2	2.5	Counselor on Special Assignment	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$140,000.00	\$0.00	\$140,000.00			\$140,000.00
2	2.6	Care Solace	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$30,000.00	\$30,000.00			\$30,000.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.7	Universal Screener	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$130,000.00	\$130,000.00				\$130,000.00
2	2.8	Teacher on Special Assignment (ToSA)	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$150,000.00	\$0.00	\$150,000.00				\$150,000.00
2	2.9	PIQE	English Low	Learners Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	Ongoing	\$0.00	\$83,184.00	\$83,184.00				\$83,184.00
3	3.1	Professional Development Costs (SBAs/Sub Costs)	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$11,000.00	\$0.00	\$11,000.00				\$11,000.00
3	3.2	College visits	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00
3	3.3	Intervention Sections	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$576,700.00	\$0.00	\$576,700.00				\$576,700.00
3	3.4	Dual Language Program	English	Learners	Yes	Schoolwide	English Learners	Specific Schools: Diegueno Middle School 7-8	Ongoing	\$186,000.00	\$0.00	\$186,000.00				\$186,000.00
3	3.5	CoSA	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$101,000.00	\$0.00	\$101,000.00				\$101,000.00
3	3.6	Assessment Coordinator	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$114,000.00	\$0.00	\$114,000.00				\$114,000.00
3	3.7	Renaissance	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$152,349.00	\$152,349.00				\$152,349.00

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
3	3.8	ELlevation	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$0.00	\$6,200.00	\$6,200.00				\$6,200.00
3	3.9	Freckle	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	7-8	Ongoing	\$0.00	\$23,000.00	\$23,000.00				\$23,000.00
3	3.10	Read 180	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$0.00	\$70,000.00	\$70,000.00				\$70,000.00
3	3.11	AVID	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: SDA, CCA, TPHS, and LCC 9-12	Ongoing	\$0.00	\$35,000.00	\$35,000.00				\$35,000.00
3	3.12	IXL	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$53,155.00	\$53,155.00				\$53,155.00
3	3.13	Brain Pop	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$15,000.00	\$15,000.00				\$15,000.00

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]		[AUTO-CALCULATED]
142,946,706	5,535,130	3.872%	0.044%	3.916%	\$5,598,688.00	0.000%	3.917 %	Total:	\$5,598,688.00
								LEA-wide Total:	\$3,756,704.00
								Limited Total:	\$1,540,984.00
								Schoolwide Total:	\$301,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
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This table is automatically generated and calculated from this LCAP.

1	1.1	Intervention Coordinators	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$301,000.00	
1	1.2	Newcomer Section Allocations	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$205,000.00	
1	1.3	Instructional Assistants (IA)-Multilingual Learner	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$176,000.00	
1	1.4	Multilingual Learner Leads	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$902,800.00	
1	1.5	Co-Teaching Sections	Yes	LEA-wide	English Learners Low Income	All Schools	\$555,000.00	
1	1.6	AVID tutors	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools 9-12	\$100,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	5 Lab	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	
1	1.8	Powerschool Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$40,000.00	
1	1.9	SDCOE MTSS	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: CVMS, DNO & SDA	\$15,000.00	
1	1.10	Translation & Interpretation Services	Yes	LEA-wide	English Learners	All Schools	\$12,000.00	
1	1.11	Support for homeless students and foster youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$104,000.00	
2	2.1	Social Workers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,050,000.00	
2	2.2	Teacher on Special Assignment	Yes	LEA-wide	English Learners Low Income	All Schools	\$114,000.00	
2	2.3	Bilingual Community Parent Liaison	Yes	LEA-wide	English Learners	All Schools	\$90,300.00	
2	2.4	Teacher Recruitment	Yes	LEA-wide	English Learners	All Schools	\$2,000.00	
2	2.5	Counselor on Special Assignment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$140,000.00	
2	2.6	Care Solace	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,000.00	
2	2.7	Universal Screener	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$130,000.00	
2	2.8	Teacher on Special Assignment (ToSA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$150,000.00	
2	2.9	PIQE	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	\$83,184.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.1	Professional Development Costs (SBAs/Sub Costs)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$11,000.00	
3	3.2	College visits	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
3	3.3	Intervention Sections	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$576,700.00	
3	3.4	Dual Language Program	Yes	Schoolwide	English Learners	Specific Schools: Diegueno Middle School 7-8	\$186,000.00	
3	3.5	CoSA	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$101,000.00	
3	3.6	Assessment Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$114,000.00	
3	3.7	Renaissance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$152,349.00	
3	3.8	ELlevation	Yes	LEA-wide	English Learners	All Schools	\$6,200.00	
3	3.9	Freckle	Yes	LEA-wide	English Learners Foster Youth Low Income	7-8	\$23,000.00	
3	3.10	Read 180	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$70,000.00	
3	3.11	AVID	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: SDA, CCA, TPHS, and LCC 9-12	\$35,000.00	
3	3.12	IXL	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$53,155.00	
3	3.13	Brain Pop	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$15,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$179,390,316.00	\$179,390,316.00

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)
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
1	1.1	BASE PROGRAM Equitable access to schools and programs for all students	No	\$0.00	0.00
1	1.2	Equity Work with SDCOE	Yes	\$40,000.00	40,000.00
1	1.3	Parent and Family Engagement and Involvement	Yes	\$116,100.00	\$116,100.00
1	1.4	Recruit and Retain Diverse Staff	Yes	\$2,000.00	\$2,000.00
1	1.5	Enhance Multi-Tiered Systems of Support	Yes	\$8,600.00	\$8,600.00
1	1.6	Connectivity Support	Yes	\$50,000.00	\$50,000.00
1	1.7	Transportation Support	Yes	\$33,500.00	\$33,500.00
2	2.1	BASE PROGRAM Comprehensive Educational Services- broad course of study, appropriately credentialed and qualified staff	No	\$172,019,676.00	\$172,019,676.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Refine and enhance Academic Multi-Tiered Systems of Support (MTSS)	No	\$0.00	\$0.00
2	2.3	Clear learning goals for all courses	No	\$0.00	\$0.00
2	2.4	Professional Learning for all staff	Yes	895,000.00	895,000.00
2	2.5	Supplemental and targeted English Language Development (ELD) programs and supports for students who are English Learners	Yes	1,526,547.00	1,526,547.00
2	2.6	Targeted interventions and supports for students performing below grade level in English Language Arts and Math	Yes	1,702,393.00	1,702,393.00
2	2.7	Implement more inclusive programs	Yes	1,103,000.00	1,103,000.00
2	2.8	Extended school support and programs	No	0.00	0.00
3	3.1	BASE PROGRAM Comprehensive supports and services to promote a positive school climate	No	\$0.00	\$0.00
3	3.2	Suicide Prevention training	No	\$0.00	\$0.00
3	3.3	Professional learning opportunities and training on providing safe and inclusive schools and classrooms	Yes	\$27,000.00	\$27,000.00
3	3.4	Evaluate attendance and absenteeism data to identify and address the root cause of student attendance issues	Yes	\$1,042,000.00	\$1,042,000.00
3	3.5	Enhance social-emotional systems of support	Yes	\$585,000.00	\$585,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.6	Programs and best practices to build student social-emotional skills	No	\$87,000.00	\$87,000.00
3	3.7	Support for first generation college bound students	Yes	\$122,500.00	\$122,500.00
4	4.1	BASE PROGRAM Staff programs and supports	No	\$0.00	\$0.00
4	4.2	Clear, timely, and consistent communication	No	\$0.00	\$0.00
4	4.3	Mental health and wellness support for staff	Yes	\$30,000.00	\$30,000.00
4	4.4	Collaboration and student connectedness time provided during the school day	No	\$0.00	\$0.00
4	4.5	Provide meaningful professional learning (PL) opportunities for all staff	No	\$0.00	\$0.00
4	4.6	Development of a comprehensive staff wellness program	No	\$0.00	\$0.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$5,739,798	\$5,676,240.00	\$5,676,240.00	\$0.00	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)
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This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.

1	1.2	Equity Work with SDCOE	Yes	\$40,000.00	\$40,000.00		
1	1.3	Parent and Family Engagement and Involvement	Yes	\$110,400.00	\$110,400.00		
1	1.4	Recruit and Retain Diverse Staff	Yes	\$2,000.00	\$2,000.00		
1	1.5	Enhance Multi-Tiered Systems of Support	Yes	\$8,600.00	\$8,600.00		
1	1.6	Connectivity Support	Yes	\$50,000.00	\$50,000.00		
1	1.7	Transportation Support	Yes	\$33,500.00	\$33,500.00		
2	2.4	Professional Learning for all staff	Yes	\$551,000.00	\$551,000.00		
2	2.5	Supplemental and targeted English Language Development (ELD) programs and supports for students who are English Learners	Yes	\$1,436,847.00	\$1,436,847.00		
2	2.6	Targeted interventions and supports for students performing below grade level in English Language Arts and Math	Yes	\$1,372,393.00	\$1,372,393.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.7	Implement more inclusive programs	Yes	\$822,000.00	\$822,000.00		
3	3.3	Professional learning opportunities and training on providing safe and inclusive schools and classrooms	Yes	\$27,000.00	\$27,000.00		
3	3.4	Evaluate attendance and absenteeism data to identify and address the root cause of student attendance issues	Yes	\$930,000.00	\$930,000.00		
3	3.5	Enhance social-emotional systems of support	Yes	\$140,000.00	\$140,000.00		
3	3.7	Support for first generation college bound students	Yes	\$122,500.00	\$122,500.00		
4	4.3	Mental health and wellness support for staff	Yes	\$30,000.00	\$30,000.00		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
144,591,288	\$5,739,798	0	3.970%	\$5,676,240.00	0.000%	3.926%	\$63,558.00	0.044%

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.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - 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\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of 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).