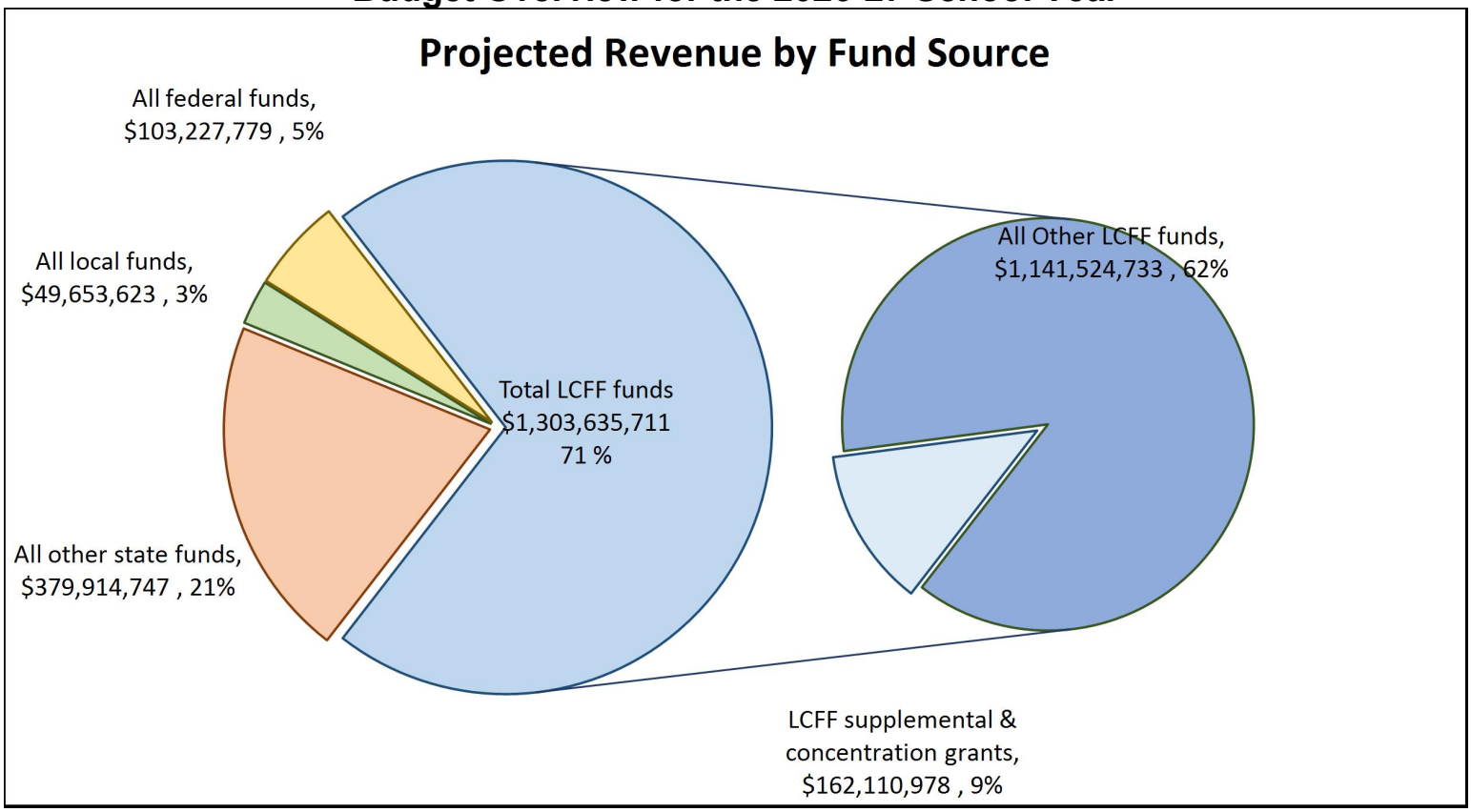
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Diego Unified School District
CDS Code: 37683380000000
School Year: 2026-27
LEA contact information:
Marissa Allan
Senior Executive Director, Thriving School Communities

619-725-7286

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

Budget Overview for the 2026-27 School Year



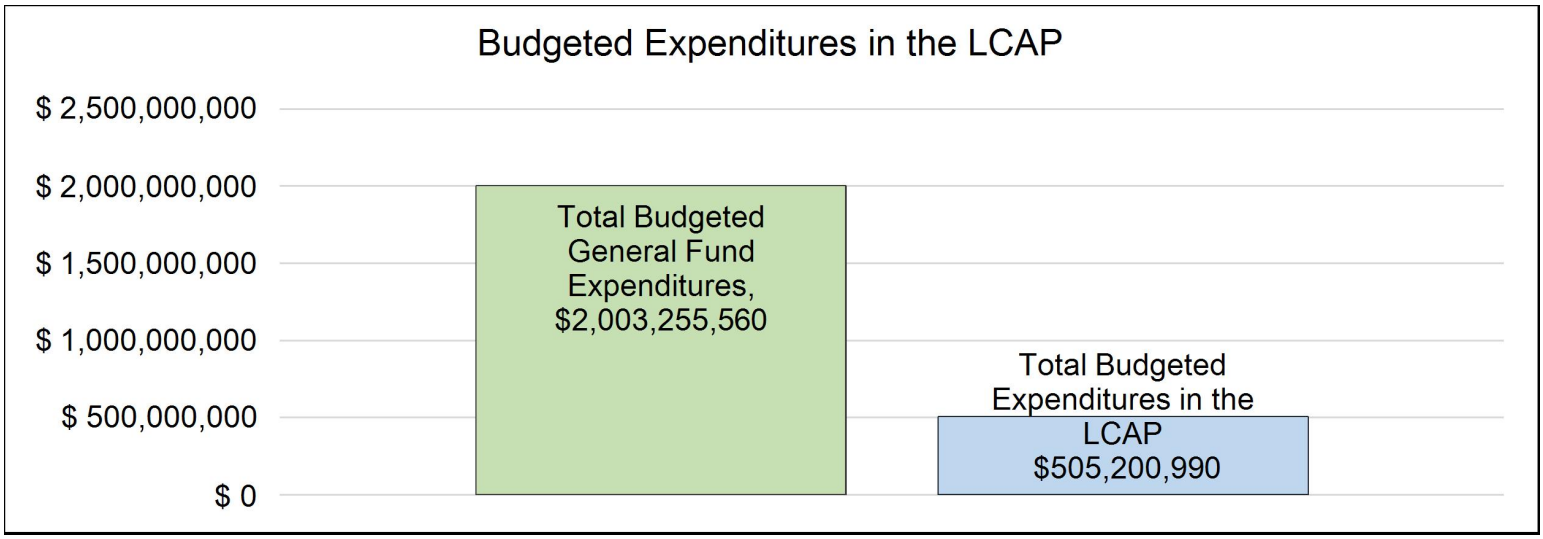
This chart shows the total general purpose revenue San Diego Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Diego Unified School District is $1,836,431,860, of which $1,303,635,711 is Local Control Funding Formula (LCFF), $379,914,747 is other state funds, $49,653,623 is local funds, and $103,227,779 is federal funds. Of the $1,303,635,711 in LCFF

Funds, $162,110,978 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much San Diego Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: San Diego Unified School District plans to spend $2,003,255,560 for the 2026-27 school year. Of that amount, $505,200,990.00 is tied to actions/services in the LCAP and $1,498,054,570 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

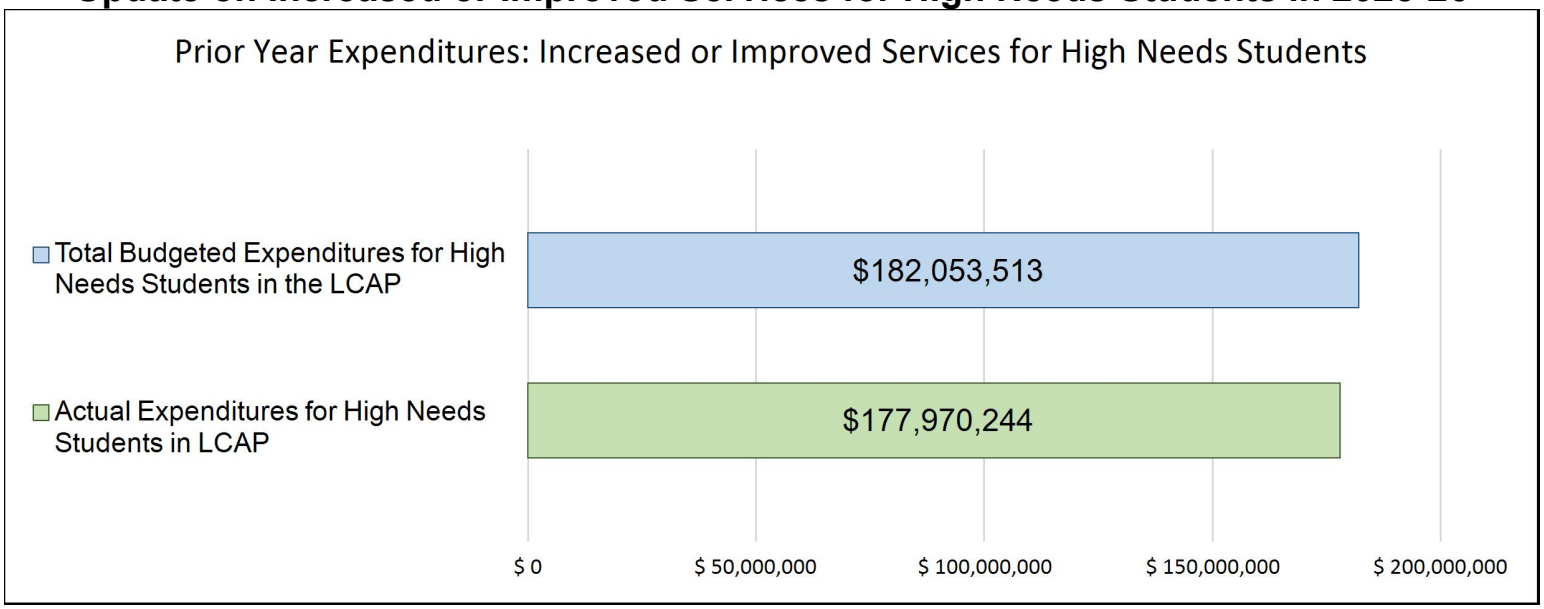
San Diego Unified School District (SDUSD) has made a committed effort in engaging with our community partners to create a comprehensive and cohesive accountability plan with student-focused outcomes. The LCAP is a strategic planning document that will establish priorities to develop and attain the goals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

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

In 2026-27, San Diego Unified School District is projecting it will receive $162,110,978 based on the enrollment of foster youth, English learner, and low-income students. San Diego Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. San Diego Unified School District plans to spend $185,679,152 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, San Diego Unified School District's LCAP budgeted $182,053,513 for planned actions to increase or improve services for high needs students. San Diego Unified School District actually spent $177,970,244 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $4,083,269 had the following impact on San Diego Unified School District’s ability to increase or improve services for high needs students:

In 2025-26, San Diego Unified School District is projecting it will receive $159,062,836 in Supplemental and Concentration Grant funding, based on the enrollment of foster youth, English learner, and low-income students. San Diego Unified School District projects to spend $177,970,244 to increase or improve services for high needs students as described in the LCAP. San Diego Unified School District budgeted to spend $182,053,513 towards meeting this requirement at the time of adoption. While SDUSD will not spend the planned $182,053,513 it will spend $177,970,244 which exceeds the projected revenue of $159,062,836 in Fiscal Year 2025-26.

Local Control and Accountability Plan

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

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

Plan Summary [2026-27]

General Information

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

San Diego Unified School District (SDUSD) is California's second-largest public school system, serving approximately 93,333 students in transitional kindergarten through 12th grade and an additional 1,800~ children through early childhood and state preschool programs. Our 175 schools include 118 elementary schools, 24 middle schools, 22 high schools, 10 alternative and atypical schools, and three K–12 school (Whittier, Mt. Everest Academy, and LMEC). Campus sizes vary widely, ranging from small, specialized programs to large, comprehensive high schools that serve over 2,000 students.

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

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

The district offers diverse, rigorous learning opportunities, including dual language immersion (Spanish, French, Mandarin), International Baccalaureate (IB), Advanced Placement (AP), visual and performing arts in every school, and college-credit courses on high school campuses. Career pathways and project-based learning in fields such as clean energy, healthcare, and IT ensure students graduate ready for college, career, and life.

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

Kearney College Connections

Kearny Digital Media & Design

Kearny Engineering Innov and Design

Perkins K-8

ALBA

Garfield High

Riley/New Dawn

TRACE

Twain High

Whittier K–12

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

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

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

As a result, the district established five clear goals:

Goal #1 - Student Wellness
Goal #2 - Effective Communication and Literacy
Goal #3 - Problem Solving in Mathematics
Goal #4 - College and Career Readiness
Goal #5 - Equity, Access, and Targeted Support (for High-Need Schools)

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

Goal 4 reflects educational partner priorities related to college and career readiness, including expanded access to meaningful diploma pathways, Career Technical Education, dual enrollment, internships and work-based learning, financial literacy, and support for completing college entrance requirements.

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

Definition of Spotlight Students referenced throughout the document:
There will be an intentional focus on district Spotlight Students (TK–12 students who are farthest below the standard in English and Math, and High School students with the lowest grades as determined by their GPA). Where applicable, metrics and actions will specify 'Spotlight Students (including Unduplicated Pupils (UDP) and students with disabilities (SWD)). Spotlight Students are identified using district-developed criteria based on multiple academic indicators including CAASPP performance, local assessment data, and secondary GPA indicators.

Overall, the 2026–27 LCAP represents a shared vision shaped through inclusive dialogue, data-informed planning, and a deep commitment to equitable outcomes for every student in every neighborhood.

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

Latinx: 44%

White: 24%

Asian: 10%

Multi-Racial: 9.5%

African American: 7%

Filipino: 4.5%

Pacific Islander: 0.4%

Native American: 0.2%

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

Socioeconomically Disadvantaged: 60%

English Learners: 15%

Students with Disabilities (IEPs): 18%

GATE Students: 11%

Military-Connected Students: 8%

Students Experiencing Homelessness: 8%

Foster Youth: 0.2%

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

Reflections: Annual Performance

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

Dashboard Snapshot — 2025 California School Dashboard

In 2025, San Diego Unified School District (SDUSD) demonstrated measurable improvement across six of seven California School Dashboard state indicators. English Language Arts (ELA) performance increased to 12.4 points above standard, reflecting continued progress in literacy achievement. Mathematics performance improved by 4.5 points, signaling gains in problem-solving and analytical skills;

however, students remain 19 points below standard, and continued investment in mathematics instruction and intervention remains a district priority. Chronic Absenteeism declined by an additional 2.4 percentage points, continuing a multi-year downward trend, while the district's Suspension Rate remained at 2.1%, among the lowest of California's large urban districts.

SDUSD's Graduation Rate increased to 90.3%, exceeding the statewide average and reflecting continued success in supporting students toward completion. The College and Career Indicator (CCI) also improved, indicating that more students are graduating prepared for postsecondary education and career pathways. The English Learner Progress Indicator (ELPI) declined slightly to 46.2%, the only one of seven indicators that did not improve, highlighting an area for continued focus and targeted support.

Compared to other large urban districts in California, including Los Angeles Unified School District, Fresno Unified School District, Long Beach Unified School District, and San Francisco Unified School District. SDUSD continues to lead in key measures, including English Language Arts achievement, Mathematics achievement, lower Chronic Absenteeism rates, and College and Career readiness.

These results reflect the district's strategic investments in literacy and mathematics instruction, wellness supports, restorative practices, expanded counseling services, and college and career pathways. Continued attention will be focused on improving outcomes for English Learners, Long-Term English Learners, Foster Youth, and other student groups whose outcomes remain disproportionately low.

2025 Lowest-Performing Student Groups (Districtwide)

In alignment with LCAP requirements, SDUSD has identified all student groups within the district that received the lowest performance level (Red) on one or more state indicators on the 2025 California School Dashboard. These identifications inform the district's focused actions and services and will remain in place throughout the current three-year LCAP cycle. Consistent with California’s three-year LCAP cycle requirements, previously identified student groups and schools from the 2023 California School Dashboard remain part of the district’s ongoing support structure while the district also references 2025 Dashboard results to inform annual updates, refinement of actions, and differentiated supports.

-English Language Arts (ELA): Long-Term English Learners (LTEL)
-Mathematics: Long-Term English Learners (LTEL); Homeless Youth
-Chronic Absenteeism: Native Hawaiian/Pacific Islander (NHPI); Foster Youth; Homeless Youth
-Suspension Rate: Long-Term English Learners (LTEL); Foster Youth
-Graduation Rate: Long-Term English Learners (LTEL); English Learners (EL); Foster Youth
-English Learner Progress Indicator (ELPI): English Learners (districtwide decline indicates the need for targeted intervention)
-College/Career Indicator (CCI): No districtwide student groups received Red; school-level student-group identifications appear in the next section.

SDUSD will continue to prioritize these student groups through targeted supports, including expanded multilingual services, attendance interventions, restorative practices, academic tutoring, counseling services, and college and career pathway access.

Schools with the Lowest Performance Level (All Students)

The following schools received the lowest performance level (Red) at the All Students level on one or more state indicators on the 2025 California School Dashboard. These schools will continue to receive differentiated support through district initiatives, Equity Multiplier funding (where applicable), and school-specific improvement planning.

-College/Career Indicator (CCI): TRACE
-English Language Arts (ELA): Riley/New Dawn
-English Learner Progress Indicator (ELPI): Boone Elementary
-Graduation Rate: Garfield High; Twain High
-Mathematics: Logan Memorial Educational Campus; Riley/New Dawn
-Suspension Rate: ALBA

Schools with Student Groups at the Lowest Performance Level

The following schools received the lowest performance level (Red) for one or more student groups on one or more state indicators on the 2025 California School Dashboard. The complete student-group breakdown is provided in the appendix to this LCAP. Subgroup codes used below: AA = African American; AS = Asian; EL = English Learners; HI = Hispanic; HOM = Homeless; LTEL = Long-Term English Learners; SED = Socioeconomically Disadvantaged; SWD = Students with Disabilities.

Chronic Absenteeism

-Carver Elementary (SWD)
-Clairemont Canyons Academy (SWD)
-Fletcher Elementary (AA)
-Hage Elementary (AA)
-Logan Memorial Educational Campus (EL, HI, HOM, SED, SWD)
-Mann Middle (AA, EL, HI, HOM, LTEL, SED, SWD)
-Millennial Tech Middle (AA, EL, HI, HOM, SED, SWD)
-Montgomery Middle (AA, HOM, SED)
-Paradise Hills Elementary (SWD)
-Sandburg Elementary (AS, SWD)
-Taft Middle (SED)

English Language Arts (ELA)

-Clark Middle (AA, HOM, LTEL, SWD)
-Hoover High (LTEL)
-Logan Memorial Educational Campus (HOM)
-Mann Middle (SWD)

-Millennial Tech Middle (HOM, LTEL)
-Montgomery Middle (HOM)
-Riley/New Dawn (HI, SED, SWD)
-Washington Elementary (HI)

Mathematics

-Bell Middle (LTEL, SWD)
-Clark Middle (AA, EL, HI, HOM, SED, SWD)
-Hage Elementary (SWD)
Logan Memorial Educational Campus (EL, HI, HOM, LTEL, SED, SWD)
-Mann Middle (AA, HOM, LTEL, SWD)
-Millennial Tech Middle (EL)
-Montgomery Middle (HOM)
-Paradise Hills Elementary (HI, SED)
-Riley/New Dawn (HI, SED, SWD)
-Taft Middle (HI, SED)

English Learner Progress Indicator (ELPI)

-Burbank Elementary (EL)
-Hoover High (LTEL)
-Logan Memorial Educational Campus (EL)
-Paradise Hills Elementary (EL)

Graduation Rate

-Garfield High (EL, HI, HOM, LTEL, SED)
-TRACE (HI, SED, SWD)
-Twain High (EL, HI, HOM, LTEL, SED, SWD)

College/Career Indicator (CCI)

-TRACE (HI, SED, SWD)
-Twain High (HI, SWD)

Suspension Rate

-ALBA (HI)

-Bell Middle (AA)
-Carver Elementary (SED)
-Hoover High (AA)
-Mann Middle (LTEL)
-Riley/New Dawn (AA, HOM)

Science Indicator

-Hoover High (LTEL)
-Logan Memorial Educational Campus (EL, HOM)
-Mann Middle (SWD)
-Riley/New Dawn (SED, SWD)

The complete data for schools and student groups receiving the lowest performance levels on the California School Dashboard is included in the appendix of this Local Control and Accountability Plan. Each of the schools and student groups identified above is addressed through one or more actions in the goal sections of this LCAP, as required by California Education Code §52064.

SDUSD continues to address these performance gaps through targeted actions and services aligned with the district's five LCAP goals:

Goal #1 - Student Wellness
Goal #2 - Effective Communication and Literacy
Goal #3 - Problem Solving in Mathematics
Goal #4 - College and Career Readiness
Goal #5 - Equity, Access, and Targeted Support (for High-Need Schools)

In alignment with LCAP requirements for the 2023 Dashboard, SDUSD has identified all schools and student groups within schools that received the lowest performance level (Red) on one or more state indicators. These identifications will remain unchanged throughout the three-year Local Control Accountability Plan (LCAP) cycle.
Lowest-Performing Student Groups (Red Indicators – 2023 Dashboard)
English Language Arts: Long-Term English Learners (LTEL)

Mathematics: LTEL, Homeless
Chronic Absenteeism: Native Hawaiian/Pacific Islander (NHPI)
Suspension Rate: LTEL
Graduation Rate: LTEL, English Learners (EL), Foster Youth (FY)
ELPI and CCI: No student groups received Red indicators

Schools with Red Indicators (2023 Dashboard)

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

**Learning Recovery Emergency Block Grant (LREBG) — CDE Required

**In compliance with California Education Code §52064.4, San Diego Unified School District has planned Learning Recovery Emergency Block Grant (LREBG) expenditures totaling $10.2 million in support of Goal 4, Action 4.1 of the 2026–27 LCAP. These funds are focused on increasing counselor staffing, implementing restorative practices, and providing extended-day academic tutoring and intervention opportunities. These actions are designed to accelerate learning recovery and improve student outcomes for low-income students, foster youth, and English learners, particularly at schools with the greatest demonstrated need. Implementation priorities are informed by trends identified in the California School Dashboard, local attendance and achievement data, and educational partner engagement, including empathy interviews and community feedback sessions. LREBG expenditures are tracked separately and coordinated with LCFF-funded actions to ensure alignment, avoid duplication of services, and maximize support for unduplicated pupils.

Reflections: Technical Assistance

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

The district was identified for Differentiated Assistance under the Foster Youth student group based on performance in English Language Arts (ELA), Mathematics, Graduation Rate, Chronic Absenteeism, and Suspension Rate. District leadership conducted a review of three years of California School Dashboard data. The analysis reveals a Foster Youth student group whose outcomes have remained persistently below those of nearly every other reported subgroup, with performance characterized by sharp year-over-year swings rather than steady movement in either direction. The small size of the Foster Youth cohort, ranging from roughly 19 students for graduation to 264 for suspension, partially accounts for this volatility, but the consistency of low performance levels across all five indicators and across all three years points to underlying needs that extend beyond cohort size alone.

Foster Youth ELA performance held at Orange in 2023 and 2024 despite a 27.4-point gain, then declined 4 points into Red in 2025. The size of the 2024 gain followed by the 2025 reversal suggests the apparent improvement did not reflect lasting instructional change, and Foster Youth ended the three-year period at the lowest performance level on this indicator.

Math follows a similar pattern of large gains followed by large declines. Foster Youth opened at Red, climbed to Orange in 2024 with a 24.7-point gain, then fell back to Red in 2025 following a 15.6-point decline. The similar patterns in ELA and Math suggest the 2024 gains may have reflected the strengths of a particular group of students rather than lasting instructional improvement.

Graduation is the most concerning of the five indicators because it's a final outcome and because Foster Youth stayed in Red across all three years. The rate dropped 18.6 points in 2024 and gained 26.8 points in 2025, but even a gain that large was not enough to move the group out of Red — a sign of how far below the state standard Foster Youth graduation outcomes have been.

Chronic absenteeism shows steady decline rather than volatility. Foster Youth moved from Yellow to Orange to Red across the three years, ending the period at the lowest performance level on this indicator. The downward progression occurred even as district-wide attendance work was underway, and the worsening trend is likely a contributing factor to the academic declines observed in 2025.
Suspension rate moved in the wrong direction in 2025. After a Yellow rating and a 2.5-point decline in 2024, Foster Youth returned to Red with a 2.7-point increase. Taken alongside rising chronic absenteeism, the suspension data suggests Foster Youth are increasingly disengaged from school in 2025 — both being absent from instruction and being removed from it.

Across all five indicators, Foster Youth performed below All Students and below most other reported subgroups in each of the three years reviewed. While All Students reached Green or Yellow on all five measures in 2025, and most historically underperforming groups, including English Learners, Hispanic students, Socioeconomically Disadvantaged students, and Students with Disabilities, posted gains, Foster Youth moved in the opposite direction on four of the five indicators. The gap between Foster Youth and the rest of the district widened in 2025 across every indicator under review, and the academic, attendance, and behavioral indicators appear to reinforce one another in ways that warrant a coordinated rather than an indicator-by-indicator response.

The district reviewed Board Policies, administrative regulations, and legal responsibilities, and conducted a root cause analysis. From the root cause analysis the team determined that "A lack of clearly defined and consistently communicated procedures has resulted in variability across sites in how students in foster care are identified and supported. Strengthening system-wide clarity around roles, responsibilities, and required actions will improve consistency and continuity of support." In response, the district will strengthen site-level awareness, communication, and systems of support. A key focus will be increasing principal and site leadership capacity through targeted training, including a foster youth session at the Summer 2026 Principal Conference and the inclusion of foster youth guidance in the district Principal's Playbook. The district will also improve identification systems through the implementation of Foster Focus and by automatically identifying students in foster care as Spotlight Students to ensure timely academic monitoring and support. In partnership with the Multilingual Education Department, the district will identify foster youth who are also English learners so instructional coordinators can provide a case management approach to support.

In addition, the district will continue collaborating with the non-profit organization Fostering Academic Success in Education (FASE) and the San Diego County Office of Education Foster Youth Services Coordinating Program which work monitor student progress, coordinate

services, and strengthen cross-agency support for students in foster care. Progress will be monitored through ongoing review of attendance, suspension, and local assessment data to evaluate student engagement, academic progress, and access to support. When data indicate limited or insufficient improvement, the district will work with sites to identify barriers, adjust supports, and strengthen interventions to better meet student needs.

San Diego Unified recognizes the importance of strengthening conditions for success for students in foster care. Through Differentiated Assistance, the district is improving system coherence by strengthening processes for identifying students in foster care, clarifying site responsibilities, enhancing cross-department collaboration, and using data to monitor student progress and support needs. These coordinated efforts are intended to ensure that students in foster care experience consistent support, meaningful connection to school, equitable access to services, and a stronger sense of belonging across school sites.

Comprehensive Support and Improvement

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

Schools Identified

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

Garfield High School

Support for Identified Schools

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

San Diego Unified will support Garfield High School in developing its CSI plan through a collaborative process with the site principal and district support staff. The district will prioritize supporting the administrator in conducting a comprehensive school-level needs assessment and root cause analysis. Following the needs assessment, the district will work with the school to identify evidence-based interventions that align with the assessment findings and address the primary causes of CSI identification (Graduation rate).

As part of the planning process, the district and school will also identify resource inequities contributing to the low graduation rate. This may include disparities in access to academic supports, student engagement opportunities, or other critical resources. Identified inequities will be addressed through the CSI plan using both CSI funding and district resources. Given that Garfield High School is a continuation high school, which by its very nature serves students with interrupted educational experiences and other significant barriers to graduation, the LEA will work collaboratively with site leadership to develop a comprehensive support and improvement plan that reflects the realities of the continuation school setting while maintaining high expectations and prioritizing relationship-centered supports, student engagement, credit attainment, and equitable access to the resources necessary for successful graduation.

Monitoring and Evaluating Effectiveness

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

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

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

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
General: All Community (including teachers, site administrators (principals), SELPA, other school personnel, central office administrators, bargaining units, and community members)	In 2025–26, the San Diego Unified School District aligned the development of the Local Control and Accountability Plan (LCAP) with its Student Outcomes Focused Governance (SOFG) framework, emphasizing continuous progress monitoring and meaningful engagement with educational partners. The district implemented a structured, yearlong engagement timeline beginning in September 2025 through May 2026, providing multiple opportunities for input, reflection, and feedback. From September–October 2025, the district launched LCAP awareness and capacity-building efforts, including: September 29, 2025 – LCAP 101 Overview for Central Office Leaders September 30, 2025 – Public Board Progress Monitoring (College & Career Preparedness – CTE Completion) October 1, 2025 – LCAP 101 Overview (Closed Session) October 10, 2025 – LCAP 101 Overview for Labor Unions October 15, 2025 – Public LCAP 101 Overview (Zoom) October 28, 2025 – Public Board Progress Monitoring (Student Wellness and Chronic Absenteeism) From November 2 through December 19, 2025, the district conducted a 48-day community and staff engagement window across school

Educational Partner(s)	Process for Engagement
	sites using the Principal Toolkit and site-based communication resources. Additional engagement included: November 19, 2025 – LCAP 101 with Community Chair Committee November 21, 2025 – Principal Toolkit Office Hours Jan 4- 30, 2025 – Reflection/Input from Equity Multiplier Sites During January–February 2026, the district provided midyear progress updates to educational partners: February 10, 2026 – Public Board Progress Monitoring (A-G Completion) February 11, 2026 – Midyear Progress with Community Chair Committee (DELAC, DAC, CAC, GATE, PTA) February 18–19, 2026 – Public Midyear Progress Sessions February 24, 2026 – Midyear Progress presented to Central Office Leaders and Board of Education February 26, 2026 – Midyear Progress presented to CAC Executive Meeting In March–April 2026, the district conducted its primary input phase: March 2, 2026 – Midyear Report presented to Student Advisory Group March 14 – April 24, 2026 – Districtwide LCAP Survey open (2,072+ responses collected) March 23, 2026 – Student Advisory Input Session March 24, 2026 – Public Progress Monitoring (Literacy and Math) April 16, 2026 – In-person Public Input Session (Logan Memorial Educational Campus) April 16, 2026 - DELAC Input Session April 22, 2026 – Virtual Public Input Session April 22, 2026 - DAC Input Session April 28, 2026 – Public Progress Monitoring (Student Motivation Guardrails)

Educational Partner(s)	Process for Engagement
	Additionally, throughout the development process, a districtwide LCAP survey was available from March 14 through April 24, 2026, resulting in more than 2,072 responses from students, families, staff, and community members. Survey data was used to identify priorities, validate progress, and inform revisions to goals, actions, and expenditures. Ongoing engagement occurred throughout the school year via: Regular DAC, DELAC meetings Advisory Chair Committee (DAC, DELAC, CAC, PTA, GATE) meetings Board of Education public meetings with public comment Site-based SPSA and Equity Multiplier engagement Principal Toolkit implementation and school-based outreach
Board of Education	During the 2025–26 school year, the Board of Education received regular public progress monitoring updates for board goals aligned with LCAP goals and SOFG priorities on the following dates: September 30, 2025 October 28, 2025 February 10, 2026 March 24, 2026 April 28, 2026 These presentations included implementation updates, outcome data, and opportunities for public comment. Additional midyear reporting was presented on February 24, 2026. The Board will receive the full LCAP for public hearing and adoption in June 2026, consistent with state requirements.
Advisory Groups (DAC, DELAC, CAC, GATE, PTA, Community Chair Advisory Committee)	Regular Local Control and Accountability Plan (LCAP) updates were presented to the District Advisory Council (DAC) throughout the 2025–26 school year. The draft LCAP plan was presented to the Executive DAC Board and subsequently to the General DAC Meeting for review and written feedback prior to adoption.

Educational Partner(s)	Process for Engagement
	The District English Learner Advisory Committee (DELAC) and the Community Advisory Committee (CAC), including Special Education Local Plan Area (SELPA) representatives, also received LCAP updates and opportunities to provide feedback during the development process. Throughout the school year, the LCAP lead met regularly with the Community Chair Committee (CCC), which includes chairpersons and representatives from DAC, DELAC, CAC, GATE, PTA, and other advisory groups. During these meetings, the LCAP lead provided updates on development timelines, upcoming engagement opportunities, survey development, and draft presentation materials. Advisory leaders were given opportunities to provide feedback on presentations shared with advisory groups and to provide input on the development and design of the districtwide LCAP survey. Key engagement opportunities included, but were not limited to: * November 19, 2025 – LCAP 101 Presentation with Community Chair Advisory Committee * February 11, 2026 – Midyear Progress Update with Community Chair Advisory Committee * February 26, 2026 – CAC Executive Meeting LCAP Progress Update * May 13, 2026 – Final LCAP Input Session with Community Chair Advisory Committee In addition to these meetings, ongoing engagement occurred through regularly scheduled DAC, DELAC, CAC, GATE, PTA, and Community Chair Advisory Committee meetings throughout the school year, where draft materials, opportunities for survey feedback, progress-monitoring updates, and LCAP development timelines were shared and discussed.

Educational Partner(s)	Process for Engagement
	Feedback gathered through these advisory groups informed revisions to district goals, actions, services, and expenditures in the development of the 2026–27 LCAP. This now accurately reflects the governance structure and avoids implying CCC is a separate advisory body disconnected from the others.
Students	In addition to districtwide surveys and community meetings, students were engaged throughout the 2025–26 school year through targeted student leadership input sessions and advisory meetings. Staff attended Student Advisory Board meetings and other student engagement opportunities to present the Local Control and Accountability Plan (LCAP), review district goals and actions, and gather direct feedback from students. A dedicated student leader input session was held in spring 2026, where student leaders from across the district were invited to reflect on what is working well in their schools, identify areas of need, and provide recommendations for priorities in the 2026–27 LCAP. Students shared feedback on topics including mental health and wellness supports, school connectedness and belonging, academic interventions, effective communication, and college and career readiness opportunities. Student feedback informed revisions to district goals, actions, services, and expenditures in the development of the 2026–27 LCAP. Students were engaged through both advisory structures and targeted input sessions: March 2, 2026 – Midyear Report presented to Student Advisory Group March 23, 2026 – Student Advisory Input Session

Educational Partner(s)	Process for Engagement
	Students also participated in the districtwide survey (March 14 – April 24, 2026) and shared feedback on wellness, belonging, academic supports, and college and career readiness.
Parents	Throughout the 2025–26 Local Control and Accountability Plan (LCAP) development process, parents were invited to participate in workshops, surveys, advisory meetings, and community input sessions to engage with the LCAP and provide feedback. To support consistent communication and engagement at the school level, the LCAP team developed and distributed a Principal Toolkit for use during each phase of LCAP development. The toolkit included presentation slide decks, informational videos, surveys, talking points, and other communication resources to help principals share information with families and gather feedback from their school communities. The Principal Toolkit supported school-level communication and feedback collection, helping ensure consistent outreach across school sites. Parents and community members were engaged through multiple formats, including: * **November 2 – December 19, 2025:** Site-based community and staff engagement conducted across school sites * **March 14 – April 24, 2026:** Districtwide LCAP survey open to students, families, staff, and community members * **April 16, 2026:** In-person public LCAP input session * **April 22, 2026:** Virtual public LCAP input session * **Throughout the 2025–26 school year:** DAC, DELAC, CAC, PTA, GATE, and Community Chair Advisory Committee meetings provided ongoing opportunities for parent and community engagement and feedback The districtwide LCAP survey generated more than 2,072 responses from students, families, staff, and community members.

Educational Partner(s)	Process for Engagement
	Parent feedback emphasized the importance of mental health and wellness supports, academic interventions, effective communication, school climate and belonging, literacy and mathematics support, and college and career readiness opportunities. Families also identified the need for stronger communication, culturally responsive supports, and increased opportunities for engagement at the school level. Feedback gathered through these engagement opportunities informed revisions to district goals, actions, services, and expenditures in the development of the 2026–27 LCAP.
Central Office Leaders (Certificated & Classified)	Throughout the 2025–26 Local Control and Accountability Plan (LCAP) development process, central office leaders and district staff were invited to participate in community engagement sessions and provide feedback through the districtwide LCAP survey. District staff received regular email communications regarding upcoming engagement opportunities, survey participation, and updates on the LCAP development timeline. Central office leaders and department teams were encouraged to review progress monitoring data, share feedback on proposed goals and actions, and support outreach to their respective departments and school communities. Feedback from central office leaders and staff informed revisions to district goals, actions, services, and expenditures in the development of the 2026–27 LCAP.
Equity Multiplier Sites	To meet requirements related to Equity Multiplier schools, qualifying school sites engaged educational partners through the Single Plan for Student Achievement (SPSA) development and approval process to identify site-specific priorities aligned with LCAP Goal 5: Equity, Access, and Targeted Support for High-Need Schools. Site administrators worked with their school communities, including School Site Councils (SSCs), English Learner Advisory Committees (ELACs), families, staff, students, and community members, to review school-level data and identify priority areas for Equity Multiplier

Educational Partner(s)	Process for Engagement
	funding and support. Educational partners reviewed trends related to chronic absenteeism, suspension, graduation, and academic achievement to identify areas of greatest need. Consultation for Equity Multiplier goals included engagement with site-based SSCs and ELACs at each qualifying site, as well as Equity Multiplier guiding discussion questions conducted with students, families, staff, and community members at high-need school sites. Educational partners prioritized increased mental health supports, culturally responsive instructional strategies, targeted academic interventions, improved attendance and belonging strategies, and professional development to better support high-need student groups. Feedback gathered through these engagement opportunities directly informed the development and refinement of site-specific actions and services under Goal 5. March 14 - April 24, 2026: The districtwide Local Control and Accountability Plan (LCAP) survey included a dedicated section to gather feedback on Equity Multiplier sites and their unique needs. The survey was open from March 14 through April 24, 2026, and included responses from students, families, staff, and community members connected to Equity Multiplier school sites. Jan 4 - Jan 30, 2026: In addition, site leaders completed a progress-monitoring and needs-assessment process at all Equity Multiplier sites from January 4 through January 30, 2026. This process guided site-based discussions focused on identifying successes, challenges, implementation progress, and priorities for continued support. Feedback from educational partners gathered through these engagement opportunities informed the refinement of site-specific actions and expenditures under Goal 5 and aligned school-level priorities with the district’s broader Local Control and Accountability Plan (LCAP).

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

The 2026–27 Local Control and Accountability Plan (LCAP) was shaped by the voices of educational partners, including families, students, staff, administrators, bargaining units, and community members. Feedback gathered through multiple engagement opportunities, including districtwide surveys, public input sessions, student advisory sessions, school-site engagement, advisory committee meetings, and Board of Education progress monitoring presentations, directly informed the development and refinement of the district's goals, actions, and expenditures.

Throughout the 2025–26 school year, educational partners were engaged in multiple phases of the LCAP development process. Fall engagement focused on building awareness and understanding of the LCAP through "LCAP 101" presentations and progress monitoring reports. Winter engagement included school-site and community outreach, Equity Multiplier discussion questions focused on high-need school communities, and midyear progress updates. Spring engagement focused on gathering input through public input sessions, advisory group presentations, and a districtwide LCAP survey, which generated more than 2,072 responses from students, families, staff, and community members.

Survey responses reflected strong alignment with the district's five LCAP goals. Respondents identified student wellness and mental health services as a top priority, with expanding mental health services receiving 847 mentions and after-school activities receiving 937 mentions. Literacy priorities included writing instruction (1,232 mentions), math intervention (1,006 mentions), advanced math opportunities (915 mentions), and early reading support (842 mentions). College and career readiness priorities included expanded internships/work-based learning (927 mentions), support for college requirements (897 mentions), and Career Technical Education pathways (838 mentions).

Educational partners also emphasized the importance of school safety and belonging. More than 80% of respondents agreed or strongly agreed that students feel safe and supported, and nearly 80% agreed or strongly agreed that students feel a sense of belonging. At the same time, feedback highlighted concerns related to bullying, student supervision, restorative practices, and mental health supports.

Additional themes from open-ended responses included concerns about screen time and technology use, stronger supports for students with disabilities and English learners, increased family engagement, more consistent instructional practices in mathematics, and expanded advanced learning opportunities.

As a result of this input, the district continues to organize its work under five districtwide goals:

Goal #1 - Student Wellness
Goal #2 - Effective Communication and Literacy
Goal #3 - Problem Solving in Mathematics
Goal #4 - College and Career Readiness
Goal #5 - Equity, Access, and Targeted Support (for High-Need Schools)

Goals 1, 2, and 3 continue to reflect the strongest themes from survey results and engagement sessions. Educational partners consistently prioritized social-emotional learning and wellness supports, mathematics instruction centered on problem-solving and intervention, and literacy development with an emphasis on writing and effective communication in English Language Arts.

Educational partner feedback also influenced the continued implementation and refinement of actions to reduce chronic absenteeism, promote belonging and connectedness, implement restorative practices, engage families, and support college and career readiness. Input from students highlighted the need for stronger school connectedness and mental health supports, while families emphasized communication, academic intervention, and safe, inclusive school environments.

For Goal 5: Equity, Access, and Targeted Support for High-Need Schools, site administrators engaged directly with their school communities through the Single Plan for Student Achievement (SPSA) process, School Site Councils (SSCs), English Learner Advisory Committees (ELACs), Equity Multiplier guiding discussion questions, and a dedicated Equity Multiplier section of the districtwide LCAP survey. Site leaders also completed progress-monitoring and needs-assessment forms to identify successes, challenges, and priorities for continued support.

Educational partners from Equity Multiplier school communities consistently emphasized the need for increased academic intervention, expanded mental health and wellness supports, stronger attendance and engagement strategies, improved school climate and student belonging, family engagement, and additional staffing and services to support students with the greatest needs. Students and families also highlighted the importance of safe and inclusive learning environments, culturally responsive practices, and consistent access to enrichment and intervention opportunities.

This feedback directly informed the continued refinement of site-specific actions and services under Goal 5, including investments in attendance supports, wellness services, restorative practices, intervention programs, family engagement strategies, and targeted staffing supports. Educational partner input also helped ensure Equity Multiplier funds are aligned to identified school-community priorities and used strategically to address inequities and improve outcomes for students at high-need schools.

The adopted LCAP represents a shared vision shaped through inclusive dialogue, data-informed planning, and a commitment to equitable student outcomes for all students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Student Wellness	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.A	BSR Referrals (TK/K)	206 UTK/K Referrals (Source: Local Data, 6/17/2024)	240 UTK/K Referrals (Source: Local Data, 5/20/25)	85 UTK/K Referrals (Source: Local Data, 5/11/2026)	180 Referrals	-121 Referrals
M1.B	MySAEBRS Screener	N/A - Data will be available Fall 2024	N/A - Data will be available 25/26 school year.	High Risk: 4.6% Some Risk: 20.4% Low Risk: 75.0% (Winter Data; N = 8302)	Discontinued in 2026	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				(Source: Local Data - Mental Health Dept. 5-12-2026)		
M1.C	Behavioral Incidences	13,307 Incidences (Source: Hoonuit, 6/17/2024)	12,528 (Source: Hoonuit, 5/30/2025) Source transitioning to Data Insights.	7,796 (Source: Local Dashboard 4/30/2026)	9,407	Decrease of 5,511 Incidents
M1.D	Student Wellness and School Climate Survey (Grades 3–12)	N/A Baseline set in 2026	N/A Baseline set in 2026	66.1% (Source: Student Survey 2025-26 Spring Survey)	68.1%	N/A - Baseline set in 2026
M1.E	Suspension Rate *Required by CDE (Priority 6)	All Students: 2.3% African American: 5.3% American Indian: 3.5% Asian: 0.6% Filipino: 0.9% Hispanic: 2.9% Multiple Races: 2.0% Pacific Islander: 2.6% White: 1.4% English Learner: 2.8% Foster: 8.4% Homeless: 4.6% Socioeconomically Disadvantaged: 3.1% Students with Disabilities: 4.0%	All Students: 2.1% African American: 5.2% American Indian: 2.2% Asian: 0.7% Filipino: 0.9% Hispanic: 2.4% Multiple Races: 1.8% Pacific Islander: 2.1% White: 1.3% English Learner: 2.2% Foster: 9.5% Homeless: 3.8%	All Students: 1.6% African American: 4.1% American Indian: 3.6% Asian: 0.5% Filipino: 0.6% Hispanic: 1.8% Multiple Races: 1.5% Pacific Islander: 1.0% White: 1.1% English Learner: 1.8% Foster: 9.9% Homeless: 3.3%	All Students: 2.3% African American: 2.5% American Indian: 2.5% Asian: 0.6% Filipino: 0.9% Hispanic: 2.5% Multiple Races: 2.0% Pacific Islander: 2.5% White: 1.4% English Learner: 2.5% Foster: 2.5% Homeless: 2.5%	All Students: -0.7% African American: -1.2% American Indian: +0.1% Asian: -0.1% Filipino: 0.3% Hispanic: -1.1% Multiple Races: -0.5% Pacific Islander: -1.6% White: -0.3% English Learner: -1.0% Foster: +1.5% Homeless: -1.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Source: PowerSchool, 5/28/2024)	Socioeconomically Disadvantaged: 2.7% Students with Disabilities: 3.9% (Source: PowerSchool, 5/30/2025)	Socioeconomically Disadvantaged: 2.1% Students with Disabilities: 3.6% (Source: PowerSchool, 4/30/2026)	Socioeconomically Disadvantaged: 2.5% Students with Disabilities: 2.5%	Socioeconomically Disadvantaged: -1.0% Students with Disabilities: -0.4%
M1.F	Chronic Absenteeism *Required by CDE (Priority 5)	All Students: 21.2% African American: 24.6% American Indian: 23.1% Asian: 9.9% Filipino: 13.0% Hispanic: 28.4% Multiple Races: 16.9% Pacific Islander: 30.2% White: 13.8% English Learner: 29.0% Foster: 35.7% Homeless: 35.8% Economically Disadvantaged: 25.6% Students with Disabilities: 31.3% (Source: Hoonuit, 5/22/2024)	All Students: 19.1% African American: 22.7% American Indian: 21.9% Asian: 9.5% Filipino: 10.6% Hispanic: 25.8% Multiple Races: 15.5% Pacific Islander: 31.4% White: 12.0% English Learner: 25.1% Foster: 38.8% Homeless: 32.8% Economically Disadvantaged: 24.2% Students with Disabilities: 28.7% (Source: Hoonuit, 5/30/2025)	All Students: 15.5% African American: 18.4% American Indian: 17.1% Asian: 7.8% Filipino: 9.5% Hispanic: 20.9% Multiple Races: 12.5% Pacific Islander: 23.1% White: 10.2% English Learner: 20.8% Foster: 24.7% Homeless: 27.1% Socioeconomically Disadvantaged: 20.4% Students with Disabilities: 23.8% (Source: Local Dashboard, 4/30/2026)	All Students: 12.2% African American: 15.6% American Indian: 14.1% Asian: 5.0% Filipino: 5.0% Hispanic: 19.4% Multiple Races: 7.9% Pacific Islander: 21.2% White: 5.0% English Learner: 20.0% Foster: 26.7% Homeless: 26.8% Economically Disadvantaged: 16.6% Students with Disabilities: 22.3%	All Students: -5.7% African American: -6.2% American Indian: -6.0% Asian: -2.1% Filipino: -3.5% Hispanic: -7.5% Multiple Races: -4.4% Pacific Islander: -7.1% White: -3.6% English Learner: -8.2% Foster: -11.0% Homeless: -8.7% Economically Disadvantaged: -5.2% Students with Disabilities: -7.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.G	Number of Expulsions *Required by CDE (Priority 6)	29 Expulsions (Source Local Data: 2023-24)	19 Expulsions (Source Local Data 2024-25, 6/6/2025)	30 Expulsions (Source Local Data: 2025-26, 5/1/2026)	20 Expulsions	1 Expulsion
M1.H	Participants in activities/opportunities that promote parent participation for all students including English Learners (EL), Foster Youth (FY), Low Income (LI) students, and Students with Disabilities (SWD) *Required by CDE (Priority 3)	16,437 Participants (Source Local Data: 2023-24, Family Engagement Dept.)	30,651 Participants (Source Local Data: 2024-25, Family Engagement Dept.)	45,172 Participants (Source Local Data: 2026-27, Family Engagement Dept.)	20,000 Participants	28,735 Participants
M1.I	Facilities Inspection Tool (FIT) *Required by CDE (Priority 1)	100%	100%	100%	100%	Maintained
M1.J	Parent Climate Survey (CalSCHLS CSPS) *Required by CDE (Priority 6)	Safety: 89% School Connectedness: 86%	Safety: 89% School Connectedness: 86%	Safety: 77.1% School Connectedness: 74.6% (Source: Parent Survey Results Fall 2025)	Safety: 93% School Connectedness: 90%	Safety: -11.9% School Connectedness: -11.4%
M1.K	Staff Climate Survey (CalSCHLS CSSS) Staff	Safety: 88% School Connectedness: 87%	Safety: 88%	Safety: 42.8%	Safety: 90%	Safety: -45.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	safety and supportive, inviting workplace *Required by CDE (Priority 6)		School Connectedness: 87%	School Connectedness: 85.5% (Source: Staff Climate Survey Fall 2025)	School Connectedness: 91%	School Connectedness: -1.5%
M1.L	Student School Connectedness (CalSCHLS CHKS) Discontinued *Required by CDE (Priority 6)	Grade 5: 70% Grade 7: 55% Grade 9: 56% Grade 11: 55% (Source: CalSCHLS CHKS) Discontinued	N/A - New Metric Utilized - Different than Baseline. Discontinued *New measure found in M1.O/M1.P	N/A - New Metric Utilized - Different than Baseline. Discontinued	Grade 5: 75% Grade 7: 65% Grade 9: 66% Grade 11: 65% Discontinued	N/A - New Metric Utilized - Different than Baseline. Discontinued
M1.M	Student School Safety (CalSCHLS CHKS) Discontinued *Required by CDE (Priority 6)	Grade 5: 77% Grade 7: 54% Grade 9: 59% Grade 11: 62% (Source: CalSCHLS CHKS) Discontinued	N/A - New Metric Utilized - Different than Baseline. Discontinued *New measure found in M1.O/M1.P	N/A - New Metric Utilized - Different than Baseline. Discontinued	Grade 5: 82% Grade 7: 64% Grade 9: 69% Grade 11: 72% Discontinued	N/A - New Metric Utilized - Different than Baseline. Discontinued
M1.N	All credentialed staff are appropriately assigned and fully credentialed in the subject areas and for the pupils they are supporting and teaching. *Required by CDE LCFF Priority 1	Credentialed: 96.7% (Source: Human Resources 2023-24)	100% (Source: Human Resources 2024-25)	99.98% (Source: Human Resources 2025-26)	100% (Source: Human Resources Report)	+3.28%
M1.O	Percentage of Students Reporting High Levels of School Connectedness	N/A- Baseline set in 2026	N/A - Baseline set in 2026	60.4%	62.4%	N/A - Baseline set in 2026

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Grades 3–12 SDUSD Student Survey) *Required by CDE (Priority 6)			(Source: Student Survey Spring 2025-26)		
M1.P	Percentage of Students Reporting Feeling Safe at School (Grades 3–12 SDUSD Student Survey) *Required by CDE (Priority 6)	N/A- Baseline set in 2026	N/A - Baseline set in 2026	66.2% (Source: Student Survey Spring 2025-26)	68.2%	N/A - Baseline set in 2026

Goal Analysis [2025-26]

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

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

During the 2025–26 school year, the San Diego Unified School District made meaningful progress in advancing Goal 1, with an intentional focus on student wellness, social-emotional learning (SEL), and fostering safe, inclusive school climates. This work operationalized the transition to our newly adopted Board Goals (2025–2027), shifting from a siloed approach to a unified framework centering on student belonging, mental health support, and relationship-centered restorative practices. Key successes included the successful deployment of district-funded mental health supports to high-need sites, expanded professional learning in Restorative Justice Practices (RJP) and equity-driven instruction, and the institutionalization of relational family engagement.

However, implementation depth varied across school sites due to uneven capacity and the operational shifts required to move away from external vendors toward a localized system. Challenges included persistent chronic absenteeism gaps for specific unduplicated student groups—specifically Foster Youth and Pacific Islander students—as well as an increase in behavioral referrals within early childhood settings (UTK/K). Lessons learned have informed a strategic pivot toward a localized Wellness Index to better monitor school connectedness, alongside tighter integration between counseling, wellness, and restorative discipline teams to ensure consistent, impactful outcomes for all students.

Successful Implementation
Actions 1.1 & 1.2 – Equity-Driven Professional Learning & Inclusive Curriculum
These actions were successfully implemented, resulting in strong systemwide progress in building educator capacity to deliver culturally responsive, inclusive instruction and support LGBTQIA+ youth.

Expanded Equity Team cohorts, completing full-day learning collaborative sessions across designated school sites.
Delivered targeted professional learning on bias, microaggressions, and the FAIR Education Act in partnership with Restorative Justice Practices (RJP) and the Title IX office.
Distributed "This School Welcomes You" resources and Out for Safe Schools badges districtwide to foster environments of belonging.
Provided 1:1 coaching to site administrative and equity teams to embed inclusive practices into daily school operations.

Successful Implementation
Action 1.3 – Special Education Continuum of Services & Specialized Supports
This action was successfully implemented to enhance instructional strategies and mental health interventions for students with exceptional needs.
Central Office Resource Teacher teams provided side-by-side coaching to Education Specialists to improve Tier 1 instructional fidelity.
The Mental Health Resource Center (MHRC) successfully deployed clinicians and rehabilitation specialists to model and teach behavioral interventions directly in classrooms.
Program Specialists partnered with the Office of Graduation to map out four-year pathways, successfully scheduling eligible students into standards-aligned coursework leading to an alternate diploma.
Speech-Language and Assistive Technology departments expanded Augmentative and Alternative Communication (AAC) coaching to focus schools, including classroom-level training and family engagement sessions.

Successful Implementation
Action 1.4 – Counselor Professional Development & Responsive Wellness Supports
This action was successfully implemented, establishing foundational restorative systems and scaling professional learning for school counselors.
Provided comprehensive professional development to elementary school counselors focused on behavior support resources, conflict resolution, and Restorative Circles aligned with core SEL curriculum.
Hosted collaborative cluster meetings to share site-level SEL initiatives and scale best practices.
Maintained data tracking for educator support programs, actively monitoring completion rates for Youth Mental Health First Aid and RJP trainings.
Deployed responsive mental health supports and Alternative to Suspension programs (including Epiphany, Mending Matters, and TUPE restorative courses like "My Healthy Futures") across secondary campuses.

Modified Implementation
Action 1.5 – Early Learning SEL and Inclusion Foundations
This action was modified to better address rising behavioral needs and align grant-funded timelines. While the district successfully provided foundational training to preschool and UTK educators during summer institutes, early childhood behavioral referrals saw an increase. Additionally, implementation timelines for job-embedded coaching were adjusted following the mid-year processing of the IEEEP 2.0 grant.
Adjustment for 2026–27: The district will accelerate job-embedded coaching for early childhood educators utilizing fully processed grant funds. Professional learning will intensify its focus on the Pyramid Model to scale evidence-based, tiered behavioral interventions in UTK/K classrooms and expand corresponding workshops for families to strengthen the home-school wellness connection.

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.

2025–26, the total increase for Goal 1 is $7.6M or 5.3%. There is no significant change between the 2025–26 budgeted expenditures and the estimated actual expenditures for Goal 1. However, the material differences at the Goal Action level are as follows:

Action 1.2 – Net increase of $13.7M or 14.3% from the planned amount of $95,710,682 to the estimated actual amount of $109,398,438. This increase is mostly attributed to an increase in salary and benefits for elementary counselors and certificated nurses; as well as, increases in medical, mental health, and various wellness services.

Action 1.3 – Net decrease of -$4.9M or -24.4% from the planned amount of $20,281,198 to the estimated actual amount of $15,332,959. This decrease is primarily attributed towards carryover savings related to community schools programming.

Action 1.4 – Net decrease of -$1.6M or -11.0% from the planned amount of $14,162,304 to the estimated actual amount of $12,601,234. This decrease is mostly attributed to a slight reduction in transportation services.

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

Based on 2025–26 mid-year metric monitoring, the actions implemented under Goal 1 have been moderately effective in improving overall student wellness and school climate, with substantial progress made in institutionalizing restorative practices and reducing chronic absenteeism districtwide. However, efficacy varies across specific student groups, identifying areas where targeted refinements are required.

Efficacy Assessment by Action Area:

Action 1.1 – Multi-Dimensional Wellness Index & Planning
Efficacy Assessment: Partially Effective. End-of-year data collection through localized tools established initial wellness index metrics. End-of-year results show chronic absenteeism decreased overall, however, disparities persist as rates did not decrease for key student groups, including foster youth. Additionally, local survey data shows the percentage of students reporting positive levels of belonging, mattering, and teacher-student relationships increased for some student groups, but not all. Utilizing these metrics enabled the transition away from external vendors to a localized framework, while partner feedback helped align Task Force representation with these targeted student group outcomes.

Action 1.2 – Physical and Mental Wellness Services
Efficacy Assessment: Highly Effective for Access; Moderately Effective for Depth. Expanded counseling services directly impacted student mental health referrals. Outdoor space enhancements improved student-reported safety on the local climate survey. Walkthrough data indicates variable depth, highlighting efficacy in access but a need for ongoing site-based coaching.

Action 1.3 – Family and Community Engagement

Efficacy Assessment: Highly Effective. Grounded in the Dual Capacity Building Framework, wellness workshops co-developed with local community organizations have resulted in a significant participation increase of over 14,200 individuals. Efficacy is demonstrated by a maintained 89% Parent Climate Survey safety rating. Strategic focus on food security and SEL at the site level has successfully reduced traditional barriers to engagement, though continuous monitoring is required to maintain linguistic accessibility for multilingual households.

Action 1.4 – Chronic Absenteeism Interventions & Integrated Supports
Efficacy Assessment: Highly Effective Systemwide; Partially Effective for Specific Subgroups. The targeted deployment of Family Service Assistants (FSAs) and ICAN school interventions has proven highly effective, driving a 2.1% systemwide improvement in chronic absenteeism and yielding notable attendance gains for African American students. However, mid-year data reveals that chronic absenteeism remains disproportionately high (above 30%) for Foster Youth and unhoused students, demonstrating that while Tier 1 and Tier 2 strategies are working broadly, these specific student groups require intensive, case-managed Tier 3 interventions.

Action 1.5 – Restorative Practices & Alternatives to Suspension
Efficacy Assessment: Highly Effective for Secondary Impact; Partially Effective for Early Learning. The expansion of ALBA mentorship, restorative circles, and TUPE "My Healthy Futures" courses has been highly effective in secondary schools, directly contributing to a districtwide reduction in suspension rates (down to 2.1%) and a decrease of 779 behavioral incidents. Conversely, these strategies have been less effective in early learning environments, where UTK/K behavioral referrals increased by 34. This variance demonstrates that while restorative structures are working well for older students, early childhood educators require specialized, job-embedded coaching in the Pyramid Model to address foundational behavioral needs.

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.

Building on the implementation lessons, data trends, and educational partner feedback analyzed during the 2025–26 school year, the San Diego Unified School District will maintain the structural alignment of Goal 1 (Fostering Student Wellness) across its five core actions. For the 2026–27 school year, the district will implement targeted programmatic modifications to deepen implementation fidelity, improve consistency across school sites, and address persistent outcome gaps for specific student groups.

Planned Refinements by Action Item for 2026–27:

Action 1.1: Professional Learning and Culturally Responsive Practices
Planned Changes for 2026–27: The district will pivot from broad, standalone staff workshops to a more sustained, job-embedded coaching model. Professional learning will focus heavily on shifting adult practices in trauma-informed care and inclusive education, with site-level equity teams receiving direct coaching to ensure training translates consistently into classroom-level practice.

Action 1.2: Social Emotional Learning (SEL) and Mental Health Supports
Planned Changes for 2026–27: To address the 2025–26 increase in early childhood (UTK/K) behavioral referrals, the district will strategically expand the implementation of the Pyramid Model. This includes intensive, tiered behavioral intervention coaching for early learning educators

and paraeducators. For secondary sites, mental health workflows will be more tightly integrated into the district's MTSS framework to ensure seamless student transition between Tier 2 small-group counseling and Tier 3 clinical interventions.

Action 1.3: Chronic Absenteeism and Connectedness
Planned Changes for 2026–27: While Tier 1 and Tier 2 attendance interventions driven by Family Service Assistants (FSAs) proved effective systemwide, data reveals a critical need for localized support for highly mobile populations. For 2026–27, the district will implement a granular, case-managed Tier 3 intervention strategy specifically tailored to the unique barriers faced by Foster Youth and unhoused students, reinforcing cross-departmental coordination to provide immediate, wrap-around stabilization.

Action 1.4: Community Schools Infrastructure
Planned Changes for 2026–27: The district will continue expanding place-based leadership across designated Community Schools. Based on family feedback, the approach to engagement will shift to prioritize school-led, culturally responsive wellness workshops supported by a centralized, district-developed bank of multilingual resources. This will ensure that site-based family engagement directly reinforces the specific health, food security, and mental wellness priorities of each local community.

Action 1.5: Wellness Infrastructure and Systems-Building
Planned Changes for 2026–27: The district will complete its transition away from external data vendors by fully launching the localized, public-facing Multi-Dimensional Wellness Index Dashboard. The Districtwide Wellness Task Force—expanded to include representation from historically underserved student groups—will utilize this centralized data system to conduct ongoing fidelity checks and inform resource allocation based on site-specific needs across the four wellness domains (Body, Mind, Relationships, and Community).

Adjustment for 2026–27: The district is shifting from external data vendors toward the implementation of a localized, district-developed Multi-dimensional Wellness Dashboard. Monthly family engagement sessions will be leveraged to ensure that community voices shape this Dashboard, allowing sites to monitor student belonging, school safety, and the efficacy of the Community Schools model with greater granularity.

Measure M1.B (mySAEBRS Screener) has been discontinued as a districtwide measure. During 2025–26, San Diego Unified partnered with students, researchers, and educational partners to develop and validate a district-created student wellness survey aligned to the district's wellness framework and strategic priorities. The new survey provides a more comprehensive and locally relevant measure of student wellness, incorporates student voice, and serves as a core component of the Multi-Dimensional Wellness Index. As a result, the district will no longer administer the mySAEBRS screener and will instead monitor student wellness through the district-developed survey and Wellness Index Dashboard.

Measure M1.D: SDUSD Student Wellness and School Climate Survey (Grades 3–12)
Beginning in 2026–27, the district will utilize the SDUSD Student Wellness Survey as a primary student voice measure within the Multi-Dimensional Wellness Dashboard. The survey assesses key dimensions of student wellness, including school climate, belonging, relationships, safety, grit, self-efficacy, and self-management. Developed in partnership with students, researchers, and educational partners, the survey provides a locally validated measure aligned to the district's wellness framework and strategic priorities. 2025–26 Baseline: 66.1% of students reported positive perceptions across the composite wellness measure. 2026–27 Target: Increase to 68.1%.

Measure M1.L & M1.M: Discontinued following the district's final administration of the California Healthy Kids Survey (CHKS) in 2025–26. As part of the district's transition to a locally developed student wellness measurement system, comparable wellness indicators will be captured through the SDUSD Student Wellness Survey beginning in spring 2027. New baseline measures and performance targets will be established upon completion of the first full administration cycle. New measure found in M1.O and M1.P.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	District-Wide Wellness Assessment and Planning Description: Develop and implement a comprehensive Wellness Assessment Plan to evaluate and address the wellness needs of all students, with a focus on the four interconnected parts of wellness: Body, Mind, Relationships, and Community.	1. Progress Monitoring and Data Collection: Develop a Multi-Dimensional Wellness Index to monitor student, staff, and family wellness. The Index will include multiple data points—such as surveys, needs assessments, and participation metrics—aligned with the four wellness domains: Body, Mind, Relationships, and Community. Data will be collected and reported annually to identify trends and inform decision-making. Equity Driver: Disaggregate all data by student groups (this could include, but is not limited to, spotlight students, multilingual learners, grade-span, and students with disabilities) to identify disparities and prioritize equity. 2. Establish a district-wide Wellness Task Force to oversee the development, implementation, and evaluation of wellness initiatives. The Task Force will analyze data from the Wellness Index, set annual wellness goals, and monitor progress. It will meet quarterly and consist of a core leadership team and rotating advisors to ensure diverse stakeholder representation. Membership Structure: Core team-- District administrators, school counselors, wellness coordinators, and health professionals. Rotating advisors-- Students (spotlight and multilingual learners), family representatives (including foster and homeless youth guardians), special education staff, and community partners.	$4,770,268.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Equity Driver: Ensure representation from historically underserved communities, including multilingual families, students with disabilities, and foster/homeless youth. 3. Comprehensive Wellness Plan: Develop a district-wide Comprehensive Wellness Plan that embeds the four wellness domains into school practices, policies, and programs. The plan will be informed by disaggregated data from the Wellness Index and aligned with student needs and site capacity. Equity Driver: Prioritize schools and student groups with the highest needs, as identified by wellness data. METRICS: Completion of a Multi-Dimensional Wellness Index with a Dashboard to reflect the data by June 2026. Metric for Wellness Task Force: By June 2026, the Wellness Task Force will include at least one representative from each targeted student group (multilingual learners, students with disabilities, foster/homeless youth, etc.) and produce an annual report outlining data-driven wellness goals, progress updates, and equity-focused recommendations. The District Wellness Policy will include our Comprehensive Wellness Plan.		
1.2	Promoting Individual Wellness (Body and Mind) Description: Support students in developing healthy	1. Physical Wellness Initiatives: Promote increased student participation in school meal programs by enhancing the appeal, cultural relevance, and nutritional quality of meals. Expand opportunities for physical activity through structured programs and unstructured play, using outdoor spaces where possible to support student wellness. Equity Driver: Prioritize schools and student groups with the highest needs, as identified by wellness data.	$102,140,443.00	Yes

Action #	Title	Description	Total Funds	Contributing
	habits for their bodies and minds.	2. Mental Wellness Supports: Expand social-emotional and mental health services based on student needs identified through the Wellness Index. Services will include small-group and 1:1 counseling, restorative practices, and targeted mental health interventions. Implement digital wellness programming for students and families, including strategies for managing social media use and screen time. Equity Driver: Focus on schools with high rates of behavioral incidents, chronic absenteeism, and mental health referrals, ensuring that students affected by social media and tech addiction receive appropriate support. *This action expands SEL services for unduplicated pupils (UDP), including expanded site-based mental health professionals, restorative circles, and peer support programs at schools with high UDP enrollment. Implementation is targeted based on site Wellness Index and UDP engagement data. 3. Staff Training and Support: Provide professional development for staff on trauma-informed practices, culturally responsive SEL, and mental health awareness. Trainings will include proactive strategies, identification and referral protocols, and supports for students impacted by social media and technology overuse. Equity Driver: Ensure training addresses implicit bias and strategies to support marginalized students. METRIC: Growth in the Wellness Index score. M1.A through M1H as determined by wellness index score.		
1.3	Strengthening Collective Wellness (Relationships and Community) Description:	1. Family and Community Engagement: Provide district-wide wellness workshops for families, covering topics such as mental health, social-emotional learning (SEL), food security, and access to local resources. Workshop content will be responsive to family interests and needs, with a focus on addressing food insecurity. Leverage the community school model to partner with local organizations to deliver workshops that are relevant, localized, and accessible.	$15,877,237.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Foster supportive relationships and a sense of belonging for all students, ensuring they feel connected to their peers, families, and communities.	Equity Driver: Offer workshops in multiple languages and at accessible times to ensure participation from diverse families. 2. Cultural Responsiveness and Inclusion: Integrate culturally responsive practices across all wellness initiatives to ensure students see their identities and lived experiences reflected in curriculum, programming, and the school environment. Emphasize student belonging, self-awareness, and cultural identity through wellness activities that allow students to explore their strengths, values, cultures, and personal goals. Embed these practices into the community school model to strengthen engagement among students and families from diverse backgrounds. Equity Driver: Prioritize schools with high populations of multilingual learners and students from historically marginalized communities. METRICS: • Number of district wide wellness workshops for families. M1.H • Student participation rates in wellness activities by demographic groups. M1.H • Student feedback on the inclusivity of wellness initiatives (via surveys or focus groups) M1.I, M1.M • Staff training completion rates for culturally responsive practices. M1.H, M1.N		
1.4	Addressing Systemic Barriers to Wellness Description: Identify and address systemic barriers that prevent students from achieving wellness, with a focus on equity and inclusion.	1. Chronic Absenteeism Reduction: Develop targeted interventions for schools and student groups with high rates of chronic absenteeism, including transportation assistance, immunization events, strategies to address food insecurity, and wellness services. Equity Driver: Prioritize support for spotlight students, including homeless, foster youth, and multilingual learners. 2. Integrated Student Supports: Partner with community organizations to provide on-site wellness services, such as mental health counseling, health screenings, and family support programs.	$11,791,866.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Equity Driver: Focus on schools with the highest needs and limited access to community resources. 3. Equity-Driven Resource Allocation: Allocate resources (e.g., staffing, funding, programs) to schools and student groups with the greatest wellness needs, as identified by data. Equity Driver: Ensure transparency and accountability in resource distribution. METRICS: Reduction in Chronic Absenteeism rates (Metric M1.F) Increase in results on the Wellness Index data disaggregated by student groups. M1.A through M1H as determined by wellness index score.		
1.5	Reducing Suspensions and Expulsions for Schools with Red Indicators Description: Provide targeted support to schools and student groups identified with a red indicator on the California State Dashboard, ensuring access to Tier II and Tier III behavioral health services and restorative practices to reduce suspensions and	*This action responds to student group and school performance identified as red in the 2023 California School Dashboard, including suspension (foster youth), academic progress (LTELs), and graduation (Garfield, ALBA). 1. Alternative-to-Suspension Programs: Implement programs that address the underlying causes of behavioral issues, emphasizing culturally and linguistically appropriate interventions for LTELs and other at-risk groups. These programs provide students with the skills and support they need to succeed instead of punitive measures. This action is related to the implementation work underway as part of technical assistance, focused on improving outcomes for Long-Term English Learners. Emotional Regulation and Coping Skills: Teach students strategies to manage emotions and stress in healthy ways. Conflict-Resolution Support: Provide training and resources to help students resolve conflicts peacefully and constructively.	$7,427,512.00	Yes

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

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

San Diego Unified developed Goal 2: Advancing Literacy and Effective Communication to ensure every student builds strong reading, writing, and language skills that are foundational to academic success and lifelong learning. This goal includes a strengthened focus on early reading intervention support, ensuring students who demonstrate risk in foundational literacy skills are identified early and provided with timely, targeted instruction. The goal aligns with the district's Student Outcomes Focused Governance (SOFG) priorities and the Board-adopted Goals and Guardrails, emphasizing equitable access to high-quality, standards-aligned literacy instruction.

Through input gathered from educational partners, including students, families, teachers, and community members; literacy emerged as a top priority for improving student achievement and closing opportunity gaps. This goal supports efforts to ensure all learners, especially spotlight students, multilingual learners, and students with disabilities, can confidently comprehend, express, and engage with the world through effective communication.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M2.A	CAASPP ELA Distance From Standard (DFS)	All Students: 6.9 African American: -45.6	All Students: 7.2	All Students: 12.4	All Students: 15.9	All Students: +5.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	*Required by CDE (Priority 4)	American Indian: -21.7 Asian: 58.7 Filipino: 44.2 Hispanic: -33.2 Multiple Races: 38.6 Pacific Islander: -10.7 White: 54.7 English Learner: -61.8 Foster: -102.0 Homeless: -59.1 Economically Disadvantaged: -28.9 Students with Disabilities: -84.4 (Source: CA State Dashboard 2022/23)	African American: -48.6 American Indian: -23.6 Asian: 59.9 Filipino: 44.2 Hispanic: -33.3 Multiple Races: 40.4 Pacific Islander: -5.3 White: 55.1 English Learner: -62.4 Foster: -74.7 Homeless: -63.6 Economically Disadvantaged: -28.1 Students with Disabilities: -79.5 (Source: CA State Dashboard 2023-24)	African American: -44.5 American Indian: -18.8 Asian: 63.7 Filipino: 47.8 Hispanic: -26.1 Multiple Races: 44.5 Pacific Islander: -28.3 White: 58.7 English Learner: -55.1 Foster: -78.7 Homeless: -63.7 Economically Disadvantaged: -22.5 Students with Disabilities: -68.3 (Source: CA State Dashboard 2024-25)	African American: -27.6 American Indian: -3.7 Asian: 67.7 Filipino: 53.2 Hispanic: -15.2 Multiple Races: 47.6 Pacific Islander: -1.7 White: 63.7 English Learner: -43.8 Foster: -75.0 Homeless: -41.1 Economically Disadvantaged: -10.9 Students with Disabilities: -57.4	African American: +1.1% American Indian: +2.9% Asian: +5.0% Filipino: +3.6% Hispanic: +7.1% Multiple Races: +5.9% Pacific Islander: -17.6% White: +4.0% English Learner: +6.7% Foster: +23.3% Homeless: -4.6% Economically Disadvantaged: +6.4% Students with Disabilities: +11.1%
M2.B	Attendance Rate	All Students: 93.2% African American: 92.4% American Indian: 92.7% Asian: 95.8% Filipino: 95.0% Hispanic: 91.8% Multiple Races: 94.0% Pacific Islander: 91.5% White: 94.4% English Learner: 91.8%	All Students: 93.3% African American: 92.8% American Indian: 92.6% Asian: 95.7% Filipino: 95.1% Hispanic: 92.0% Multiple Races: 93.8%	All Students: 94.3% African American: 93.8% American Indian: 93.5% Asian: 96.1% Filipino: 95.8% Hispanic: 93.3% Multiple Races: 94.7%	All Students: 95.2% African American: 94.4% American Indian: 94.7% Asian: 96.8% Filipino: 96.0% Hispanic: 94.8% Multiple Races: 95.0%	All Students: +1.1% African American: +1.4% American Indian: +0.8% Asian: +0.3% Filipino: +0.8% Hispanic: +1.5% Multiple Races: +0.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster: 89.5% Homeless: 89.9% Economically Disadvantaged: 92.4% Students with Disabilities: 90.8% (Source: Hoonuit, 5/22/2024)	Pacific Islander: 92.0% White: 94.5% English Learner: 92.6% Foster: 89.5% Homeless: 91.0% Economically Disadvantaged: 92.6% Students with Disabilities: 90.2% (Source: Hoonuit, 5/30/2025)	Pacific Islander: 92.9% White: 95.0% English Learner: 93.6% Foster: 91.9% Homeless: 92.2% Economically Disadvantaged: 93.4% Students with Disabilities: 92.3% (Source: Local Dashboard, 4/30/2026)	Pacific Islander: 94.5% White: 95.4% English Learner: 94.8% Foster: 92.5% Homeless: 92.9% Economically Disadvantaged: 94.4% Students with Disabilities: 93.8%	Pacific Islander: +1.4% White: +0.6% English Learner: +1.8% Foster: +2.4% Homeless: +2.3% Economically Disadvantaged: +1.0% Students with Disabilities: +1.5%
M2.C	English Learner Progress Indicator (ELPI) *Required by CDE (Priority 4)	49.8% (Source: CA State Dashboard 22/23)	49.5% (Source: CA State Dashboard 2023-24)	46.2% (Source: CA State Dashboard 2024-25)	55.8%	-3.6%.
M2.D	Chronic Absenteeism *Required by CDE (Priority 5)	All Students: 21.2% African American: 24.6% American Indian: 23.1% Asian: 9.9% Filipino: 13.0% Hispanic: 28.4% Multiple Races: 16.9% Pacific Islander: 30.2% White: 13.8% English Learner: 29.0% Foster: 35.7% Homeless: 35.8%	All Students: 19.1% African American: 22.7% American Indian: 21.9% Asian: 9.5% Filipino: 10.6% Hispanic: 25.8% Multiple Races: 15.5% Pacific Islander: 31.4% White: 12.0%	All Students: 15.5% African American: 18.4% American Indian: 17.1% Asian: 7.8% Filipino: 9.5% Hispanic: 20.9% Multiple Races: 12.5% Pacific Islander: 23.1% White: 10.2%	All Students: 12.2% African American: 15.6% American Indian: 14.1% Asian: 5.0% Filipino: 5.0% Hispanic: 19.4% Multiple Races: 7.9% Pacific Islander: 21.2% White: 5.0%	All Students: -5.7% African American: -6.2% American Indian: -6.0% Asian: -2.1% Filipino: -3.5% Hispanic: -7.5% Multiple Races: -4.4% Pacific Islander: -7.1% White: -3.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Economically Disadvantaged: 25.6% Students with Disabilities: 31.3% (Source: Hoonuit, 5/22/2024)	English Learner: 25.1% Foster: 38.8% Homeless: 32.8% Economically Disadvantaged: 24.2% Students with Disabilities: 28.7% (Source: Hoonuit, 5/30/2025)	English Learner: 20.8% Foster: 24.7% Homeless: 27.1% Socioeconomically Disadvantaged: 20.4% Students with Disabilities: 23.8% (Source: Local Dashboard, 4/30/2026)	English Learner: 20.0% Foster: 26.7% Homeless: 26.8% Economically Disadvantaged: 16.6% Students with Disabilities: 22.3%	English Learner: -8.2% Foster: -11.0% Homeless: -8.7% Economically Disadvantaged: -5.2% Students with Disabilities: -7.5%
M2.E	Schools with functional School Site Councils (SSCs) that regularly review student achievement and literacy data, support shared decision-making, and provide literacy guidance aligned to school improvement and student outcomes	Rosters: 69% Agendas/Minutes Posted: 59% (Source: SPSA Dept.)	Rosters: 75% Agendas/Minutes Posted: 71% (Source: SPSA Dept., 6/5/2025)	Rosters:100% Agendas/Minutes Posted:100% of SSC (Source: SPSA Dept., 5/8/2026)	Rosters: 100% Agendas/Minutes Posted: 100%	Rosters: 31% Agendas/Minutes Posted: 41%
M2.F	Availability of standards aligned instructional materials *Required by CDE (Priority 1)	100%	100%	100%	100%	Maintained
M2.G	Teachers are appropriately assigned and fully credentialed	Assigned: 96.4% Credentialed: 96.4% (Source: SARC)	Assigned: 96.8% Credentialed: 96.7%	Assigned: 100% Credentialed: 100%	Assigned: 100% Credentialed: 100%	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	*Required by CDE (Priority 1)		(Source: SARC)			
M2.H	Access to a Broad Course of Study This metric reports the percentage of graduates in the combined graduation rate cohort who met the UC/CSU A-G requirements as well as those who completed at least one Career Technical Education (CTE) Pathway for the class of 2024. This metric reflects student access to a broad course of study aligned with postsecondarynreadiness and college/career opportunities. (Locally selected metric aligned to CA Education Code Section 51210 and 51220 and Priority 7 of the Local Control Funding Formula) *Required by CDE (Priority 2, 7)	Student Group: % A-G - %CTE Pathway All Students 62.2% 32.9% African American 52.4% 27.4% American Indian * * Asian 77.1% 47.6% Filipino 69.9% 34.2% Hispanic 47.7% 26.6% Pacific Islander 57.1% 22.9% White 81.6% 39.4% Two or More Races 74.6% 37.4% English Learners 28.7% 17.0% SED 53.2% 29.6% SWD 31.0% 18.6% Foster Students 30.0% 10.0% Homeless Students 36.5% 19.1% (Source: CDE School Dashboard Additional Reports & Data - 2023)	Student Group : % A-G %CTE Pathway All Students 61.2% 30.9% African American 49.5% 23.2% American Indian * * Asian 78.4% 41.6% Filipino 70.4% 29.1% Hispanic 48.2% 27.0% Pacific Islander 64.0% 24.0% White 78.2% 36.7% Two or More Races 68.4% 31.6% English Learners 29.8% 16.9% SED 52.6% 27.6% SWD 32.8% 20.5% Foster Students 15.2% 6.1% Homeless Students 33.8% 18.4%	Student Group % A-G-%CTE Pathway All Students 62.9% 29.1% African American 52.0% 25.6% American Indian * * Asian 79.6% 35.9% Filipino 76.4% 30.4% Hispanic 49.5% 25.5% Pacific Islander 50.0% 30.8% White 80.1% 34.4% Two or More Races 74.2% 28.8% English Learners 32.3% 15.0% Long Term EL 33.4% 16.6% SED 55.5% 27.4% SWD 35.7% 16.5% Foster Students 21.1% 10.5%	Student Group % A-G %CTE All Students 67.2% 36.9% African American 54.5% 29.2% American Indian 51.9% * Asian 84.4% 47.6% Filipino 76.4% 35.1% Hispanic 54.2% 33.0% Pacific Islander 70.0% 30.0% White 84.2% 41.7% Two or More Races 74.4% 37.6% English Learners 35.8% 22.9% Long-Term EL 36.3% 23.8% SED 58.6% 33.6% SWD 38.8% 26.5% Foster Students 21.2% 12.1% Homeless Students	Student Group: % A-G %CTE Pathway All Students +0.7% -3.8% African American -0.4% -1.8% American Indian * * Asian +2.5% -11.7% Filipino +6.5% -3.8% Hispanic +1.8% -1.1% Pacific Islander -7.1% +7.9% White -1.5% -5.0% Two or More Races -0.4% -8.6% English Learners +3.6% -2.0% SED +2.3% -2.2% SWD +4.7% -2.1% Foster Students -8.9% +0.5% Homeless Students +2.1% +1.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(Source: CDE School Dashboard Additional Reports & Data - 2024)	Homeless Students 38.6% 20.1% (Source: CA State Dashboard 2025)	39.8% 24.4% (Source: CDE School Dashboard Additional Reports & Data)	
M2.I	English Learner Reclassification Rate *Required by CDE (Priority 4)	15% (Source: MED - 2023)	14.5% (Source: MED - 2024 Summative ELPAC - 6/2/2025)	13.5% (Source: MED - 2025-26 - 5/7/2026)	17%	-1.5%
M2.J	All Elementary students, including unduplicated pupils and individuals with exceptional needs, participate in a broad course of study as measured by marks on report cards in all subject areas described in Section 51210 and subdivisions (a) to (i), inclusive of Section 51220, as applicable	100%	100%	100%	100%	Maintained
M2.K	mClass Dibels8/Lectura (K-2)	Baseline 55.1% ALL showed Average or better Growth 28% Spotlight showed Above or Well Above Growth	N/A – Baseline set in 2026	N/A – Baseline set in 2026	Target for Year 3 58.1% ALL show Average or Better Growth 31% Spotlight show Above or Well Above Growth	N/A Baseline set in 2026

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Date baseline established May 2026 (Source: Amplify mClass DIBELS 8 EOY Report. Students with Fall and Spring scores)				
M2.L	i-Ready (3-8)	Baseline 56.28% ALL met Typical Growth 30.89% Spotlight met Stretch Growth Date baseline established May 2026 (Source: iReady Spring Growth Results. Students with a Fall and Spring score)	N/A – Baseline set in 2026	N/A Baseline set in 2026	59.28% ALL Met Typical Growth 33.89% Spotlight Met Stretch Growth Target for Year 3	N/A Baseline set in 2026
M2.M	M2.M Attendance for family events, and percentage of parents who rate workshops as useful or highly useful (based on a Likert scale)	Discontinued in 2026 before baseline was set.	Discontinuation	N/A	N/A	N/A
M2.N	Percentage of TK sites utilizing Foundations-aligned progress reporting tools	72 TK sites piloted the Foundations-aligned TK Progress Report; 23 TK sites participated in the DRDP 2025 pilot; 24 TK sites continued using the Common	Baseline set in 2026	Baseline set in 2026	100% of TK sites utilize the Foundations-aligned TK Progress Report	Baseline set in 2026

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Core-aligned TK Progress Report.				

Goal Analysis [2025-26]

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

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

During the 2025–26 school year, San Diego Unified School District made meaningful progress in advancing Goal 2, with a focused effort on strengthening literacy, effective communication, and equitable access to high-quality instruction. Building upon prior implementation efforts, the district refined its approach to literacy instruction through increased attention to explicit foundational skills instruction, academic language development, writing, progress monitoring, and data-based intervention supports. These efforts were designed to support students in developing the reading, writing, speaking, and listening skills needed to access grade-level learning across content areas.

Implementation successes included increased educator participation in professional learning, expanded use of literacy screeners and disaggregated data dashboards, and continued development of site-based literacy plans to guide instructional improvement. Professional learning and site support focused on strengthening instruction in phonological awareness, phonics, decoding, fluency, vocabulary, comprehension, writing, and academic language. The district also strengthened support for multilingual learners through expanded Guided Language Acquisition Design (GLAD) and Learning How English Works (LHEW) professional learning opportunities and increased collaboration across departments to align literacy, multilingual education, and intervention efforts. Family engagement efforts, including Family Literacy Nights and literacy-focused workshops, resulted in increased family participation and stronger communication around student literacy development.

The district partially implemented some actions as planned due to variability in site capacity, staffing demands, and differing levels of readiness across schools. While schools demonstrated growth in the use of assessment data, small-group instruction, progress monitoring, and structured literacy routines, implementation varied in the consistency of instructional shifts, fidelity of curriculum use, and integration of data into daily classroom instruction and intervention planning. In some cases, schools required additional coaching and job-embedded support to effectively implement literacy practices and sustain collaborative Professional Learning Community (PLC) cycles focused on student outcomes.

Additional implementation challenges included balancing competing site priorities, ensuring consistent progress-monitoring practices across grade spans, and expanding access to targeted intervention supports for students identified as needing additional literacy support. The district also identified a need for stronger coherence between early literacy efforts, writing instruction, and secondary literacy supports to ensure students experience aligned literacy instruction across grade levels.

Despite these challenges, the district made meaningful progress toward building a more coherent and equity-driven literacy system. Lessons learned during implementation informed adjustments for the 2026–27 school year, including an increased focus on early intervention, writing development, implementation fidelity, job-embedded coaching, and strengthened site-based support structures to ensure more consistent and impactful outcomes for all students, particularly multilingual learners, students with disabilities, Black students, and other unduplicated pupil groups.

Action 2.1:
During the 2025–26 school year, the district implemented multiple Transitional Kindergarten progress-monitoring approaches to evaluate alignment with the California Preschool/Transitional Kindergarten Learning Foundations. Twenty-four sites utilized the Common Core-aligned TK Progress Report, 72 sites piloted the Foundations-aligned TK Progress Report, and 23 sites participated in the DRDP 2025 pilot. Following review of implementation feedback, family communication needs, and feasibility considerations, the district determined that the Foundations-aligned TK Progress Report will serve as the district's standard progress-monitoring and reporting tool for Transitional Kindergarten students beginning in 2026–27. This shift supports greater consistency in reporting practices, improved communication with families, and stronger alignment between classroom instruction and developmental learning expectations in areas such as oral language, early literacy, social-emotional development, and foundational learning skills.

Action 2.2:
Twenty-two Literacy Coach and Reading Specialist (LCRS) Grant schools participated in a trainer-of-trainers model designed to build educator capacity in structured literacy instruction aligned to the Science of Reading. Professional learning supported educators in strengthening instruction in phonological awareness, phonics, decoding, fluency, vocabulary, comprehension, and writing. Participating schools utilized literacy plans with SMARTE goals to monitor implementation and student progress. Because of this action, schools strengthened their use of explicit literacy routines, small-group instruction, and data-based planning to better support student reading outcomes.

While implementation was successful across participating schools, the depth and consistency of implementation varied based on site capacity and staffing structures. Some schools required additional coaching and ongoing support to fully integrate literacy planning, progress monitoring, and instructional shifts into daily practice. For the 2026–27 school year, two additional schools will participate in the LCRS Grant trainer-of-trainers model. In addition, all schools will receive expanded support through early intervention resources, targeted foundational skills supports aligned to screening and progress-monitoring data, and writing resources designed to strengthen explicit writing instruction and opportunities for extended writing across content areas.

Action 2.3:
More than 90% of schools administered mCLASS DIBELS 8, mCLASS Lectura, and i-Ready assessments in the Fall, Winter, and Spring with fidelity, as measured by completion of required measures and adherence to assessment protocols. Because of this action, educators were better equipped to identify student needs early in areas such as phonemic awareness, phonics, decoding, fluency, comprehension, and overall reading growth. These data supported teachers and school teams in monitoring progress, grouping students for instruction, and adjusting intervention supports.

For the 2026–27 school year, the district will continue strengthening assessment implementation by supporting 95% or more teachers in administering mCLASS DIBELS 8 and mCLASS Lectura assessments in the Fall, Winter, and Spring with integrity. Using disaggregated data dashboards and progress-monitoring tools, school teams will identify student needs, monitor growth, and make timely adjustments to instruction and early-intervention supports. This work will directly inform the focus and direction of Professional Learning Communities (PLCs), ensuring that collaborative planning is grounded in student data and aligned to identified literacy needs.

Action 2.4:
The district strengthened literacy instruction and assessment practices across grade levels through aligned instructional resources, targeted literacy supports, and expanded professional learning opportunities. Early literacy implementation efforts included continued expansion of Foundations-aligned progress-monitoring practices and reporting tools aligned to developmental learning expectations. Across grade levels, professional learning and instructional support emphasized foundational reading skills, academic language, comprehension, and writing development. Because of these actions, educators were better equipped to identify student needs earlier and provide more targeted literacy instruction.

While schools demonstrated progress in strengthening literacy instruction, implementation varied across sites in the consistency of curriculum use, writing instruction, and intervention delivery. Additional support is needed to strengthen implementation fidelity and ensure consistent instructional practices across grade spans. For the 2026–27 school year, the district will prioritize expanding early intervention supports, strengthening writing instruction across content areas, and deepening Science of Reading-aligned professional learning for middle and high school educators. Secondary literacy supports will focus on helping older readers strengthen decoding, fluency, vocabulary, comprehension, academic discussion, and written expression so they can more fully access grade-level content.

Action 2.5:
The district engaged families through Family Literacy Nights, in partnership with Project Ujima and Family Engagement Services, focused on building positive literacy identities and increasing family understanding of how students develop as readers. Sessions included information about early literacy development, the Science of Reading, and ways families can support reading, language, and comprehension at home. These efforts supported stronger family-school partnerships and provided families with strategies to support literacy learning outside of the classroom.

For the 2026–27 school year, the district will adjust its approach to family engagement based on family feedback by prioritizing site-based, school-led engagement. The district will support schools by developing a bank of family-facing resources, tools, and materials that can be used to explain literacy data, support reading at home, and improve communication around student progress.

Action 2.6:
During the 2025–26 school year, the district identified a need for more targeted literacy supports and culturally responsive instructional practices to improve outcomes for Black students. In response, the district developed the Black Scholar Literacy Plan to launch during the 2026–27 school year, with a focused effort on improving literacy outcomes for Black middle school students through culturally responsive literacy instruction, targeted intervention, literacy identity development, and affirming learning environments. This work will include professional learning, site-based collaboration, progress monitoring, and targeted literacy support structures designed to strengthen reading achievement, writing development, academic confidence, and student belonging.

Action 2.7:
Two hundred fifty educators were trained in Guided Language Acquisition Design (GLAD) and Learning How English Works (LHEW) to enhance instruction for multilingual learners, including Long-Term English Learners. These professional learning opportunities supported educators in using integrated and designated English language development strategies, academic vocabulary development, structured student talk, sentence-level instruction, language scaffolds, and content-based language supports. Because of this action, educators were better equipped to support multilingual learners through linguistically responsive instructional practices aligned to literacy and language development goals.

Action 2.8:
Long-Term English Learners were enrolled in Designated English Language Development (DELD) courses to provide targeted language development support aligned to student needs. This action supported increased access to focused instruction in academic language, reading, writing, speaking, and listening. Continued implementation will focus on strengthening course alignment, monitoring student progress, and ensuring that DELD instruction supports students in developing the academic language needed for success in core content courses, progress toward English language proficiency, and reclassification.

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.

2025–26, the total increase for Goal 2 is $4.2M or 7.6%. There is no significant change between the 2025–26 budgeted expenditures and the estimated actual expenditures for Goal 2. However, the material differences at the Goal Action level are as follows:

Action 2.4 – Net decrease of -$1.1M or -10.3% from the planned amount of $10,810,119 to the estimated actual amount of $9,695,787. This difference was primarily due to adjustments in the timing and implementation of literacy curriculum coherence supports, professional learning, and related instructional support activities. Some planned expenditures were refined as the district prioritized implementation activities that were most directly aligned to site needs, assessment data, and literacy implementation priorities.

Action 2.6 – Net increase of $0.9M or 22.2% from the planned amount of $3,981,206 to the estimated actual amount of $4,866,920. This increase reflects expanded support for high-need schools, including culturally responsive literacy supports, targeted intervention efforts, and additional site-based services for students furthest from opportunity.

Action 2.7 – Net increase of $4.9M or 22.2% from the planned amount of $21,809,614 to the estimated actual amount of $26,660,159. This increase was mostly attributed to expanded targeted support for English Learners, including additional professional learning, instructional support, and services designed to strengthen academic language development, access to core instruction, and progress toward English language proficiency.

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

Action 2.1, 2.2, 2.4: Professional Learning on Evidence-Based Literacy Practices
Rating: Partially Effective
These actions were partially effective. Science of Reading-aligned professional learning reached targeted schools across elementary, middle, and high school, including all LCRS sites, reinforced by six writing workshops for K-5 teachers, twelve Benchmark Advance workshops strengthening the ELA block, and a high school cohort supporting older readers. Student outcome data for LCRS schools shows clear, measurable progress. LCRS K-2 mCLASS DIBELS data shows students reading at or above benchmark increased from 30% to 38%, while students well below benchmark decreased from 55% to 47%. In grades 3-8, end-of-year i-Ready reading data for LCRS shows 54% of students met the target of 80% of typical annual growth, with a median progress toward typical growth of 89%; students reading on or above grade level more than doubled, rising from 12% to 29%, while the share reading two or more grade levels below fell from 56% to 38%, with the strongest growth coming from students who began the year below grade level. Gains were strongest in foundational reading skills, indicating growing educator capacity and curriculum coherence for Benchmark Advance. This action will continue in 2026-27 with increased focus on implementation of the science of reading, structured follow-up, and school-based coaching to translate professional learning into consistent classroom practice across all classrooms.
Measurement: LCRS K-2 mCLASS (DIBELS): at/above benchmark 30% (BOY) to 38% (EOY); well below benchmark 55% to 47%. LCRS grades 3-8 end-of-year i-Ready Reading: 54% met the target of 80% of typical annual growth; median progress to typical growth 89%; on or above grade level 12% to 29%; two or more grade levels below 56% to 38%, strongest among students who began below grade level. CAASPP ELA DFS (3-8, 11): not yet available.

Action 2.3: Data-Informed Instructional Decision Making
Rating: Effective
This action was effective. Collaboration with the Data Insights and Systems Support team produced updated dashboards and training, and the use of i-Ready and DIBELS 8 (mCLASS) gave teachers and leaders consistent access to student data. The impact is visible in LCRS student outcomes. LCRS K-2 mCLASS DIBELS data shows students at or above benchmark rose from 30% to 38% and those well below benchmark decreased from 55% to 47% across the year. In grades 3-8, end-of-year i-Ready data for LCRS shows 54% of students met the target of 80% of typical annual growth, with a median progress toward typical growth of 89%, and students reading on or above grade level rose from 12% to 29% while those two or more grade levels below dropped from 56% to 38%, with the strongest growth coming from students who began the year below grade level, consistent with teachers using data to identify and target struggling readers. To deepen this work, this action will be modified to include more hands-on planning sessions and early-intervention supports aligned to i-Ready and DIBELS 8 data.
Measurement: LCRS K-2 mCLASS (DIBELS): at/above benchmark 30% to 38%; well below benchmark 55% to 47%. LCRS grades 3-8 end-of-year i-Ready Reading: 54% met the target of 80% of typical annual growth; median progress to typical growth 89%; on or above grade level 12% to 29%; two or more grade levels below 56% to 38%, strongest among students who began below grade level. CAASPP ELA DFS (3-8, 11): not yet available.

Action 2.5: Engaging with Families
Rating: Partially Effective
This action was partially effective. Families were engaged through Family Literacy Nights and targeted site-based supports, with partnerships across Early Learning and GATE to provide literacy-focused opportunities for families and communities. These efforts were well received and

increased engagement. Set against strong LCRS literacy outcomes, with K-2 mCLASS at/above benchmark rising from 30% to 38% (and well below benchmark decreasing from 55% to 47%), grades 3-8 i-Ready showing 54% of students meeting the 80% typical-growth target (median progress to typical growth of 89%), and students on or above grade level climbing from 12% to 29%, family engagement is a promising contributor to a strong year of literacy growth. Moving forward, this action will be strengthened through a more school-centered approach, providing sites with science-of-reading-aligned, at-home literacy tools and resources to support student learning.
Measurement: LCRS K-2 mCLASS (DIBELS): at/above benchmark 30% to 38%; well below benchmark 55% to 47%. LCRS grades 3-8 end-of-year i-Ready Reading: 54% met the target of 80% of typical annual growth; median progress to typical growth 89%; on or above grade level 12% to 29%; two or more grade levels below 56% to 38%. Family engagement participation counts by site where available.

Action 2.6: Culturally Responsive Literacy Support for High-Need Schools with Red Performance on the California State Dashboard
Rating: Partially Effective
This action was partially effective. The district provided high-need schools, including schools and student groups identified with Red performance on the 2023 California School Dashboard, with access to California State Standards-aligned ELA and ELD curriculum and additional support focused on culturally responsive, linguistically affirming, and trauma-informed instructional practices. These supports were principally directed to unduplicated pupils, particularly English learners and foster youth, and were intended to strengthen literacy access, academic engagement, and school conditions connected to Dashboard indicators, including academic progress for Long-Term English Learners, suspension for foster youth, and graduation rates at Garfield and ALBA.
Implementation contributed to stronger literacy support structures through professional learning, coaching, network-level planning, and central office monitoring of curriculum implementation. Available literacy data from LCRS schools shows positive progress in foundational reading and reading growth. K–2 mCLASS DIBELS data shows students at or above benchmark increased from 30% to 38%, while students well below benchmark decreased from 55% to 47%. In grades 3–8, end-of-year i-Ready Reading data shows 54% of students met the target of 80% of typical annual growth, with a median progress toward typical growth of 89%. Students reading on or above grade level increased from 12% to 29%, while students two or more grade levels below decreased from 56% to 38%. These gains suggest that targeted literacy supports are helping students who began the year below grade level make meaningful progress. However, this action remains partially effective because implementation varied across high-need schools, and current-year California Dashboard results are not yet available to fully determine impact on the identified Red indicators. In addition, the more targeted Black Scholar Literacy Plan, designed to improve literacy outcomes for Black middle school students through culturally responsive instruction, targeted intervention, literacy identity development, and affirming learning environments, will launch in 2026–27. Because this component has not yet been fully implemented, its effectiveness will need to be measured in the coming year.Moving forward, this action will be strengthened by using disaggregated literacy data, Dashboard indicators, and site implementation evidence to more directly monitor progress for unduplicated pupils and student groups with Red performance. In 2026–27, the district will continue to support high-need schools through standards-aligned ELA/ELD instruction, culturally responsive and trauma-informed practices, targeted intervention, and the implementation of the Black Scholar Literacy Plan. Progress will be monitored through literacy growth data, student group outcomes, implementation evidence, and available California Dashboard measures.
Measurement: LCRS K–2 mCLASS DIBELS: at/above benchmark 30% to 38%; well below benchmark 55% to 47%. LCRS grades 3–8 end-of-year i-Ready Reading: 54% met the target of 80% of typical annual growth; median progress to typical growth 89%; on or above grade level 12% to 29%; two or more grade levels below 56% to 38%. Additional monitoring will include disaggregated literacy outcomes for Black students, English learners/LTELs, foster youth, and socioeconomically disadvantaged students where available. California Dashboard

indicators for academic progress, suspension, and graduation: current-year results not yet available. Black Scholar Literacy Plan implementation and outcome data will be collected beginning in 2026–27.

Action 2.7: Increase English Learner Progress Indicator (ELPI) Rate for Schools with Red Performance on the California Dashboard
Rating: Partially Effective
Progress toward this action was partially effective. All K-12 students, including English Learners, had access to a California State Standards-aligned literacy curriculum, with a particular focus on strategies to accelerate English Learner academic language development and literacy proficiency. LCRS student outcome data shows strong foundational progress. LCRS K-2 mCLASS DIBELS data shows students at or above benchmark increased from 30% to 38%, while students well below benchmark decreased from 55% to 47%. In grades 3-8, end-of-year i-Ready data for LCRS shows 54% of students met the target of 80% of typical annual growth (median progress to typical growth of 89%), and students reading on or above grade level rose from 12% to 29% while those two or more grade levels below fell from 56% to 38%, with the strongest growth coming from students who began the year below grade level, a pattern especially relevant for English Learners and Long-Term English Learners. Current-year ELPI results are not yet available, as the 2025-26 ELPI rates have not yet been released by the state; progress is therefore evaluated using the available LCRS literacy outcome data above. These results represent critical foundational progress, and continued focus and refinement will further support the schools and student groups identified Red on the California Dashboard, particularly Long-Term English Learners.
Measurement: LCRS K-2 mCLASS (DIBELS): at/above benchmark 30% to 38%; well below benchmark 55% to 47%. LCRS grades 3-8 end-of-year i-Ready Reading: 54% met the target of 80% of typical annual growth; median progress to typical growth 89%; on or above grade level 12% to 29%; two or more grade levels below 56% to 38%, disaggregated for English Learners/LTELs where available. ELPI for identified Red-indicator schools: 2025-26 rates not yet released by the state (California School Dashboard). CAASPP ELA DFS (3-8, 11): not yet available.

Action 2.8: Increase English Learner Progress Indicator Rate for Long-Term English Learners
Rating: Partially Effective
This action was partially effective. The district implemented targeted supports for Long-Term English Learners (LTELs), including enrollment in Designated English Language Development (dELD) courses, targeted dELD instruction, and professional learning for educators focused on strengthening academic language development for multilingual learners. In addition, 250 educators were trained in Guided Language Acquisition Design (GLAD) and Learning How English Works (LHEW) to support differentiated instruction, structured academic language development, and increased access to core content. The district also began piloting and analyzing language proficiency formative tools, including Summit K12, to better monitor multilingual learner progress and inform instructional decisions.These actions strengthened the conditions needed to improve English language development outcomes for LTELs by increasing access to designated language instruction, improving teacher capacity, and supporting more intentional monitoring of student language growth. However, the effectiveness of this action cannot yet be fully determined because the 2025–26 English Learner Progress Indicator (ELPI) results have not yet been released by the state. In addition, continued refinement is needed to ensure consistent implementation of targeted dELD instruction, stronger use of formative language data, and closer monitoring of LTEL progress across schools.This action will continue in 2026–27 with a focus on strengthening dELD course implementation, using formative language proficiency data to guide instruction, and supporting educators in applying GLAD, LHEW, and academic language development strategies across content areas. Continued monitoring of ELPI outcomes, reclassification progress, and formative language growth data will be used to determine whether these supports are accelerating progress for LTELs.

Measurement: ELPI Rate (M2.C): 2025–26 rates not yet released by the state. Implementation measures include LTEL enrollment in Designated English Language Development courses, targeted dELD instruction and support for multilingual learners, 250 educators trained in GLAD and LHEW, and pilot analysis of Summit K12 formative language proficiency tools to monitor student growth.

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

Goal 2: Improving Literacy and Effective Communication
Based on reflection and analysis of implementation, several key adjustments have been made to the actions within Goal 2 to strengthen impact, coherence, and alignment to district priorities.

In Action 2.1, the action was modified to reflect the district's implementation of a Foundations-aligned TK Progress Report as the primary developmental progress monitoring and reporting tool for Transitional Kindergarten students. During the 2025–26 school year, the district implemented multiple TK progress monitoring approaches to evaluate alignment with the California Preschool/Transitional Kindergarten Learning Foundations. Twenty-four sites utilized the Common Core-aligned TK Progress Report, 72 sites piloted the Foundations-aligned TK Progress Report, and 23 sites participated in the DRDP 2025 pilot. Following review of implementation feedback, family communication needs, and feasibility considerations, the district determined that the Foundations-aligned TK Progress Report will serve as the district's standard progress monitoring and reporting tool for Transitional Kindergarten students beginning in 2026–27. This change is intended to provide greater consistency in reporting practices, improve communication with families, and strengthen alignment between instructional practices and developmental learning expectations.

In Action 2.2, the Literacy Coach and Reading Specialists (LCRS) model was refined to include 24 schools and focused elementary, middle, and high school cohorts, strengthening the trainer-of-trainers approach to deepen educator capacity in evidence-based foundational literacy practices. These efforts contributed to positive CAASPP ELA Distance From Standard (DFS) outcomes, including increases for All Students (+5.5%), English Learners (+6.7%), Economically Disadvantaged students (+6.4%), Students with Disabilities (+11.1%), and Foster Youth (+23.3%).

In Action 2.3, the focus on data-informed instruction was strengthened through deeper collaboration with the Literacy Department and Assessment Services, emphasizing integrity in administering literacy screeners and increasing educator capacity to interpret and act on screening data, including early identification of students needing Tier 2 supports. This work directly informs the focus and direction of Professional Learning Communities (PLCs), encouraging collaborative planning grounded in student data and aligned to identified literacy needs. These efforts also support stronger monitoring of English Learner Progress Indicator (ELPI) outcomes and targeted intervention planning.

In Action 2.4, the district will continue piloting the DRDP and expand the Foundations-Based progress report to support developmentally appropriate, equity-focused assessment in early learning. In grades K–8, instruction will include standards-aligned ELA with targeted scaffolding, early reading intervention supports, and writing resources to strengthen student outcomes, particularly for multilingual learners, students with IEPs, and unduplicated pupils. Continued implementation of these supports aligned with improved CAASPP ELA DFS

outcomes across multiple student groups, including Hispanic students (+7.1%), African American students (+1.1%), and American Indian students (+2.9%).

DRAFT Revision: In Action 2.4, the district will implement the Foundations-aligned TK Progress Report as the primary developmental progress monitoring and reporting tool for Transitional Kindergarten students. Based on pilot implementation feedback, the district determined that a single Foundations-aligned reporting system will provide greater consistency for educators and families while supporting developmentally appropriate, equity-focused assessment and communication of student progress. In grades K–8, instruction will continue to include standards-aligned ELA with targeted scaffolding, early reading intervention supports, and writing resources to strengthen student outcomes, particularly for multilingual learners, students with disabilities, and unduplicated pupils. Continued implementation of these supports aligned with improved CAASPP ELA DFS outcomes across multiple student groups, including Hispanic students (+7.1%), African American students (+1.1%), and American Indian students (+2.9%).

In Action 2.5, the approach to family engagement shifted based on family feedback to prioritize site-based, school-led engagement, supported by a district-developed bank of resources and tools to help families support literacy learning at home. This shift is intended to strengthen ongoing family partnership and improve student literacy outcomes through increased access to curriculum-aligned support and communication.

In Action 2.6, the work was expanded to include the Black Scholar Literacy Plan, with a focused effort to improve literacy outcomes for Black middle school students through culturally responsive instruction, targeted interventions, and affirming learning environments. This action also strengthens systemwide curriculum implementation across K–12, with increased emphasis on scaffolding, ELD integration, and progress monitoring using disaggregated data to improve outcomes for historically underserved student groups.

Collectively, these changes are designed to strengthen early literacy systems, deepen implementation of evidence-based practices, increase coherence across grade spans, and improve literacy outcomes for multilingual learners, Black students, students with disabilities, and other historically underserved student groups.

Metrics

Metrics retained:
mCLASS® DIBELS® 8/Lectura (M2.A), English Learner Progress Indicator (ELPI) (M2.B), Long-Term English Learner (LTEL) Reclassification (M2.C), Chronic Absenteeism (M2.D), i-Ready Reading (M2.E), CAASPP English Language Arts Distance from Standard (M2.F), and Appropriately Assigned and Fully Credentialed Teachers (M2.G).

Metrics added:
Implementation of California Academic Content Standards, including English Language Development Standards (M2.H).

No metrics were removed. Existing metrics were refined to better align with updated actions, strengthen monitoring of literacy implementation, and ensure continued reporting on instructional effectiveness, student outcomes, and implementation of state academic standards.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Development of Principal and Educator Leadership PreK-TK	By 2027, 100% of participating PreK–TK classrooms with high UDP enrollment will opt into the Foundations-Based Report Card model, using it to communicate student progress in early literacy and development. This adoption will reflect increased family understanding of and involvement in their child's literacy growth. In Action 2.1, the district completed implementation of the Foundations-aligned TK Progress Report and met its adoption goal. During the 2025–26 school year, participating sites utilized the Foundations-aligned progress report to communicate student progress in literacy and developmental learning domains aligned to the California Preschool/Transitional Kindergarten Learning Foundations. Based on implementation feedback and the need for a consistent, developmentally appropriate progress monitoring system, the Foundations-aligned TK Progress Report will serve as the district's standard progress monitoring and reporting tool for Transitional Kindergarten students beginning in 2026–27. Metric: M2.N – Opt-in rates for Foundations-Based Report Cards	$4,566,372.00	No
2.2	Development of Principal and Educator Leadership K-12	In 2026-27, San Diego Unified will continue strengthening principal and educator leadership through the Literacy Coach and Reading Specialist (LCRS) Grant model. Twenty-four LCRS Grant schools, including the 22 continuing schools and two additional schools, will participate in a trainer-of-trainers model to build site capacity for strong literacy instruction. In addition, one elementary cohort and one middle school cohort will participate in professional learning focused on foundational reading skills, comprehension, academic language, and writing.	$10,190,686.00	No

Action #	Title	Description	Total Funds	Contributing
		The LCRS model is designed to move professional learning into classroom practice through an active implementation cycle: analyze student literacy data, identify the specific skill need, select aligned instruction, implement targeted routines, monitor progress, and adjust instruction through PLCs and coaching. Coaches and reading specialists support principals, teacher leaders, and classroom teachers in using mCLASS DIBELS 8, mCLASS Lectura, and i-Ready Reading data to plan instruction and intervention. This includes helping teachers move beyond overall scores to examine subtest data in areas such as phonemic awareness, letter-sound knowledge, decoding, word reading, fluency, vocabulary, comprehension, and overall reading growth. One hundred percent of participating LCRS schools will maintain a literacy plan with SMARTE goals to monitor implementation, student progress, and next steps. These plans will support principals and school teams in aligning professional learning, PLCs, coaching, and intervention to identified student needs. In 2026–27, all schools will also receive early intervention resources to support students experiencing reading difficulty, with targeted supports aligned to screening and progress-monitoring data. Writing resources will also be provided to strengthen explicit writing instruction and increase opportunities for extended writing across content areas. To demonstrate the impact of the approximately $10 million LCRS investment, the district will report aggregate outcomes for the 24 participating LCRS schools and compare results to districtwide averages where available. The selected metrics are aligned to the intended outcomes of the coaching model: K–2 mCLASS DIBELS 8/Lectura measures early foundational reading skills; i-Ready Reading growth measures whether students are making expected progress over time; i-Ready placement measures movement toward grade-level reading proficiency; and CAASPP ELA Distance from Standard serves as the summative measure of grade-level literacy performance once results are available. Current aggregate results for participating LCRS schools show measurable progress. In grades K–2, the percentage of LCRS students at or above		

Action #	Title	Description	Total Funds	Contributing
		benchmark on mCLASS increased from 30% to 38%, compared with a districtwide increase from 30% to 37%. The percentage of LCRS students well below benchmark decreased from 55% to 47%, compared with a districtwide decrease from 55% to 49%. In grades 3–8, 54% of students in LCRS schools met the target of at least 80% of typical annual growth in i-Ready Reading, with a median progress to typical growth of 89%. The percentage of students reading on or above grade level more than doubled, increasing from 12% to 29%, while the percentage of students reading two or more grade levels below decreased from 56% to 38%. These results highlight that the LCRS model is supporting measurable gains in foundational reading skills, reading growth, and movement toward grade-level proficiency, particularly for students who began the year below grade level. Because LCRS schools serve higher concentrations of unduplicated pupils, the district will continue monitoring both overall growth and growth for students below grade level to determine the effectiveness of the literacy coaching investment and guide ongoing implementation decisions. This action is principally directed to unduplicated pupils, particularly English learners and socioeconomically disadvantaged students, by increasing access to high-quality literacy instruction, targeted intervention, and site-based educator support. Professional learning and coaching will support culturally and linguistically affirming practices, including academic language development, structured student talk, explicit vocabulary instruction, and scaffolds that help students access grade-level content. Metrics: CAASPP ELA Distance from Standard (M2.A) mCLASS DIBELS 8/Lectura, Grades K–2 (M2.K) i-Ready Reading, Grades 3–9 (M2.L)		
2.3	Student-	The district will build the capacity of educators and principals to interpret and act on literacy screening and reading diagnostic data, including K-2 screening results with dyslexia risk indicators (mCLASS DIBELS 8 and	$4,843,194.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Centered Data Informed Decision Making	mCLASS Lectura) and i-Ready Diagnostic results, so that every student receives targeted support that improves reading skills and outcomes. In partnership with the Data Insights and Systems Support Department, school leaders and teachers will use disaggregated data dashboards to identify students' instructional needs, monitor intervention progress, and tailor reading instruction accordingly. By Spring of 2027, 80% of K-2 teachers will administer the mCLASS DIBELS 8 and mCLASS Lectura assessments with fidelity during all required assessment windows, as measured by completion of all required measures and adherence to assessment protocols, so that the resulting data can be reliably used to inform reading instruction and early intervention. By Spring of 2027, 80% of grades 3-8 teachers will administer the i-Ready Diagnostic with fidelity during all required assessment windows, as measured by completion of all required measures and adherence to assessment protocols, so that the resulting data can be reliably used to inform reading instruction and early intervention. In partnership with the Office of Graduation and the Data Insights Team, the district will support elementary, middle, and high school principals during data collaboration meetings in using disaggregated data dashboards to monitor the literacy progress of spotlight students. Through these structures, the district moves from data collection to instructional action. Teachers and leaders will respond to diagnostic and subtest data, using i-Ready diagnostic domain results and mCLASS subtest results to pinpoint the specific skills where students struggle, such as phonemic awareness, phonics, fluency, vocabulary, and comprehension, and to select matched, evidence-based instruction. Students receiving intervention are progress-monitored regularly between benchmark assessments to confirm they are responding to instruction, and teams adjust the intensity or approach of intervention based on that data. This action is principally directed toward unduplicated pupils (UDP), including English learners and low-income students, who		

Action #	Title	Description	Total Funds	Contributing
		disproportionately experience early reading challenges. The dashboards disaggregate data by language proficiency, disability, race, and socioeconomic status to identify barriers and promote equitable outcomes. Metrics: CAASPP ELA DFS (M2.A), mClass DIBELS8/Lectura (K–2) (M2.K), i-Ready Reading (Grades 3–9) (M2.L)		
2.4	Literacy Curriculum Coherence and Use of Evidence-based Teaching Practices.	The Early Learning department will implement a Foundations-aligned TK Progress Report districtwide as the primary developmental progress monitoring and reporting tool for Transitional Kindergarten students. In grades K-8, all students, including spotlight students, will receive instruction using comprehensive state-approved ELA curriculum, with targeted scaffolding and reteaching built into instructional planning for unduplicated pupils (UDPs). These supports will include designated and integrated ELD strategies, small-group instruction, embedded formative assessments, and early intervention supports for students identified as at risk in reading. The Literacy Department will also provide resources to strengthen writing development through explicit instruction, modeling, and opportunities for extended writing across content areas, particularly at schools with high English learner and socioeconomically disadvantaged enrollment. In 2026–2027, San Diego Unified will launch districtwide professional learning for all TK–5 educators through AB 121 funding. This professional learning will be grounded in California's literacy guiding documents, including the ELA/ELD Framework, California Dyslexia Guidelines, English Learner Roadmap, Literacy Content Blocks for English-Medium Classrooms, and the Quality Professional Learning Standards. Training will focus on evidence-based literacy instruction aligned to the state literacy guiding documents, collective teacher efficacy, and strong PLC implementation to improve literacy outcomes for all students.	$9,628,898.00	No

Action #	Title	Description	Total Funds	Contributing
		In addition, the state is moving forward with a new TK–5 ELA/ELD Instructional Materials Follow-Up Adoption, with final State Board of Education action currently scheduled for November 2026. This adoption will provide districts with updated state-approved materials aligned to California's current literacy guidance, including evidence-based foundational skills instruction, structured literacy practices, language development, and comprehensive literacy instruction designed to improve outcomes for all students. San Diego Unified will participate in the ELA/ELD adoption process to ensure instructional materials are aligned to updated state guidance; support both English and Spanish medium classrooms; strengthen coherence across grade levels and schools; and provide teachers with high-quality instructional resources that support explicit and systematic literacy instruction. In high school (Grades 9–12), students will receive literacy instruction aligned to the California Common Core ELA/ELD Standards. Training and support will be provided to secondary educators (Grades 6-12), and departments to strengthen literacy instruction across content areas. This support will include strategies for older readers who need additional literacy support, with a focus on decoding multisyllabic words, improving fluency, strengthening reading comprehension, and increasing access to grade-level texts across disciplines. Equity Driver: Spotlight students, including multilingual learners and students with disabilities, will receive targeted support through embedded curricular resources, such as enrichment, designated and integrated ELD, reteaching, and scaffolding. Metrics: CAASPP ELA DFS (M2.A) mClass DIBELS8/Lectura (K–2) (M2.K) i-Ready Reading (Grades 3–9) (M2.L)		
2.5	Engaging with Families	Family literacy workshops go beyond the core program by offering differentiated formats, such as in-person sessions, community events, and	See Action 1.3	No

Action #	Title	Description	Total Funds	Contributing
		digital platforms, with all materials and instruction provided in multiple languages. These workshops help families understand reading assessments, practice evidence-based literacy skills at home, and use strategies that promote academic language at home.Through the School & Community Literacy Network, parents and educators co-design solutions to address site-level engagement challenges, share promising practices, and ensure that the voices of families from historically underserved groups are integrated into the district's literacy strategy. Equity Driver: Provide family engagement opportunities through multiple formats, such as digital platforms, community events, and in-person meetings- and ensure resources are available in multiple languages and modalities.*This action reduces chronic absenteeism for UDPs through culturally responsive family outreach teams, data-driven attendance case management, and tiered interventions at high-absence schools, especially those with foster youth and socioeconomically disadvantaged students. Additionally, in 2026-2027, based on family feedback, this action shifts to site-based, school-led family engagement. The district will provide a bank of resources, activities, and tools to support school sites in leading family learning focused on literacy, including understanding curriculum, assessments and supporting learning at home. Site teams will adapt and implement provided resources to meet local needs, ensuring engagement opportunities are culturally responsive and reflect the voices of the community. This action prioritizes unduplicated pupils (UDP) by increasing equitable access to high-quality, site-based family engagement that strengthens home–school partnerships and supports academic outcomes. *This action is principally directed toward unduplicated pupils (UDP), including English learners and low-income students, who disproportionately experience early reading challenges. The dashboards disaggregate data by language proficiency, disability, race, and socioeconomic status to identify barriers and promote equitable outcomes.		

Action #	Title	Description	Total Funds	Contributing
		Equity Driver: Provide site-based, school-led family engagement supported by a bank of resources, activities, and tools, such as take-home materials, digital supports, and ensure resources are available in multiple languages and modalities. METRIC: M1H-Participants in activities/opportunities that promote parent participation for all students including English Learners (EL), Foster Youth (FY), Low Income (LI) students, and Students with Disabilities (SWD) M1J- Parent Climate Survey (CalSCHLS CSPS)		
2.6	Culturally Responsive Literacy Support for High-Need Schools with Red performance on the California State Dashboard *This is a required action in our LCAP. See Attachment: 2023 CA Dashboard RED indicators	*This action responds to student group and school performance identified as red in the 2023 California School Dashboard, including suspension (foster youth), academic progress (LTELs), and graduation (Garfield, ALBA). This action is principally directed to unduplicated pupils (UDP), particularly English learners and foster youth, and responds to student group and school performance identified as red in the 2023 California School Dashboard, including academic progress (LTELs), suspension (foster youth), and graduation rates (Garfield, ALBA). All schools, with a specific focus on red-indicator sites, will implement a California State Standards-aligned English Language Arts (ELA) and English Language Development (ELD) curriculum that incorporates culturally responsive, linguistically affirming, and trauma-informed instructional practices. These supports extend beyond the core program through additional professional development, coaching, and network-level implementation planning, focusing on schools with high UDP enrollment.	$4,830,008.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Additionally, in 26-27, Improve literacy outcomes for Black middle school students by strengthening access to culturally responsive, evidence-based instruction; targeted intervention; and affirming learning environments that build reading proficiency, academic identity, and engagement. Results will be shared through the work from the Black Scholar Literacy Plan. Curriculum implementation is monitored with central office support, and its impact is tracked through multiple literacy data sources, disaggregated by student group, to ensure progress for UDPs. Metrics: CAASPP ELA DFS (M2.A, M2.0) mClass DIBELS8/Lectura (K–2) (M2.K) i-Ready Reading (Grades 3–9) (M2.L)		
2.7	Increase English Learner Progress Indicator (ELPI) rate for Schools with Red performance on the California State Dashboard	This action improves services by increasing access to designated English Language Development (dELD) courses and embedding differentiated instruction through site-based coaching and targeted small-group interventions. LTELs receive enhanced supports, including academic language scaffolding in core subjects, aligned to ELD standards. Educator capacity is being expanded through training for 250 teachers in Guided Language Acquisition Design (GLAD) and Learning How English Works (LHEW), with a focus on schools with high English Language (EL) enrollment and Dashboard red performance. Implementation is being monitored through Summit-K12 formative assessment pilots and tracked using the English Learner Progress Indicator (M2.C) disaggregated by site and EL subgroup. This action is directly tied to the district's technical assistance plan, which focuses on LTEL academic growth and graduation outcomes. For English learners and LTELs, the action enhances integrated ELD instructional coaching and scaffolding strategies embedded in core content	$26,428,804.00	Yes

Action #	Title	Description	Total Funds	Contributing
		instruction. Progress is tracked through ELPI, reclassification rates, and site-level formative tools. METRIC: ELPI Rate (M2.C)		
2.8	LTEL Support	1. Increase English Learner Progress Indicator (ELPI) rate for all Long Term English Learners (LTELs). 2. Enroll Long Term English Learners in Designated English Language Development (dELD) course. 3. Implement targeted dELD instruction and support for all multilingual learners. 4. Train 250 educators in Guided Language Acquisition Design (GLAD) and Learning How English Works (LHEW) to enhance instruction for multilingual learners, including LTELs, incorporating differentiated strategies to support their academic language development and engagement in core subjects. 5. Pilot and analyze results from language proficiency formative tools (Summit-K12) to monitor student growth. METRIC: ELPI Rate (M2.C)	See Action 2.7	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M3.A	Growth on iReady (2-8)	53.96% ALL met Typical Growth 25.24% Spotlight met Stretch Growth Baseline established May 2026 (Source:	NA To be measured starting 8/2025	N/A Baseline set in 2026	56.96% Met Typical Growth 28.24% Met Stretch Growth	Baseline Set in 2025-26

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		iReady Spring Growth Results. Students with a Fall and Spring score)				
M3.B	Attendance for family events, and percentage of parents who rate workshops as useful or highly useful	2025 - 2026 Baseline Family Engagement session. Total 212 September 3, 2025 - 119 September 4, 2025 - 93 GATE Parent meeting - 32 parents present Cluster Presentations - 150 parents present	NA To be measured starting 8/2025	Discontinued for 2026-2027	Discontinued for 2026-2027	Discontinued for 2026-2027
M3.C	Educator access to curriculum, manipulatives, and professional learning	There is currently no access to adopted TK curriculum for mathematics	NA To be measured starting 8/2025	100% access to TK curriculum	100% This will no longer be measured now that outcome has been met	100% change from 0 curriculum to all students having TK curriculum
M3.D	CAASPP Math DFS (3–8, 11) *Required by CDE (Priority 4) *Previously was Metric for Goal 2.	All Students: -24.1 African American: -86.4 American Indian: -44.4 Asian: 47.5 Filipino: 9.5 Hispanic: -70.2 Multiple Races: 9.4 Pacific Islander: -59.1 White: 29.6 English Learner: -83.9 Foster: -134.0 Homeless: -93.3 Economically Disadvantaged: -63.8	All Students: -23.4 African American: -91.1 American Indian: -57.9 Asian: 47.2 Filipino: 7.3 Hispanic: -70.2 Multiple Races: 12.5 Pacific Islander: -54.9 White: 32.1	All Students: -19.1 African American: -87 American Indian: -54.7 Asian: 52.5 Filipino: 13 Hispanic: -64.5 Multiple Races: 15.6 Pacific Islander: -59.2 White: 34.4	All Students: -6.1 African American: -59.4 American Indian: -26.4 Asian: 56.5 Filipino: 18.5 Hispanic: -52.2 Multiple Races: 18.4 Pacific Islander: -41.1 White: 38.6	All Students: +5.0% African American: -0.6% American Indian: -10.3% Asian: +5.0% Filipino: +3.5% Hispanic: +5.7% Multiple Races: +6.2% Pacific Islander: -0.1% White: +4.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: -110.3 (Source: CA State Dashboard 22/23)	English Learner: -85.4 Foster: -109.4 Homeless: -102.5 Economically Disadvantaged: -63.1 Students with Disabilities: -105.5 (Source: CA State Dashboard 2023-24)	English Learner: -81.4 Foster: -125 Homeless: -98.3 Economically Disadvantaged: -58.9 Students with Disabilities: -96 (Source: CA State Dashboard 2024-25)	English Learner: -65.9 Foster: -107.0 Homeless: -75.3 Economically Disadvantaged: -45.8 Students with Disabilities: -83.3	English Learner: +2.5% Foster: +9.0% Homeless: -5.0% Economically Disadvantaged: +4.9% Students with Disabilities: +14.3%
M3.E	Access to curriculum aligned pacing guides	There are 3 curricula aligned pacing guides for current curriculum - 2025	NA To be measured starting 8/2025	13 Curricula aligned pacing guides - 100%	100% This will no longer be measured now that outcome has been met	Change from 3 curricula pacing guides to 13
M3.F	TK Classroom observation tool	NA To be measured starting 8/2025	NA To be measured starting 8/2025	N/A Observation Tool no longer being implemented.	N/A Observation Tool no longer being implemented.	N/A Observation Tool no longer being implemented.
M3.G	D&F Rate grades 9-11	Grade 9: 13.4% Grade 10: 14.7% Grade 11: 13.6% (Source: Local Dashboard 5/1/2026)	To be measured starting 8/26	Baseline established in 25-26	Grade 9: 12.4% Grade 10: 13.7% Grade 11: 12.6% (Source: Local Dashboard 5/1/2026)	N/A - Baseline established in 25-26

Goal Analysis [2025-26]

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

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

San Diego Unified School District made meaningful progress in implementing planned actions to strengthen problem solving in mathematics, while continuing to refine and adapt supports in response to emerging needs and implementation challenges across the system.

Successful Implementation
Actions 3.1, 3.2, 3.4, 3.5 – Ongoing Math Professional Learning
These actions were successfully implemented and resulted in strong systemwide progress in building educator capacity to deliver standards-aligned mathematics instruction. The district exceeded its professional learning goals through large-scale training and ongoing site-based support, establishing a strong foundation for instructional shifts aligned to the adopted curriculum and the Standards for Mathematical Practice.

- Over 1,600 teachers participated in summer professional learning, with nearly all TK–5 sites engaging in follow-up training
- Trainer-of-trainers model scaled implementation (30 Cluster Leads ~240 Site Leads ~2,400 teachers trained)
- Professional learning focused on reasoning, problem solving, discourse, and embedded assessment practices
- Site and cluster feedback sessions informed continuous improvement and next steps

Successful Implementation
Action 3.3 – Build Capacity to Analyze Math Data and Adjust Instruction
This action was successfully implemented in establishing foundational systems and early practices for data-informed instruction. The district made meaningful progress toward building a culture of data use, supported by consistent access to assessment tools and initial shifts in instructional decision-making.

- Implementation of i-Ready provided consistent, districtwide access to student data
- Early evidence shows teachers beginning to adjust instruction based on data analysis
- Initial development of data use practices evident in ILT and PLC structures
- Establishment of a foundation for ongoing refinement of data-driven instructional practices

Successful Implementation
Action 3.7 – Math Red Indicator
This action was successfully implemented, with the district making significant progress in ensuring equitable access to high-quality, standards-aligned instructional materials across grade levels. These efforts directly support improved outcomes for student groups identified in the red indicator, including unhoused students.

- Full implementation of standards-aligned curriculum in grades 6–12
- Completion of TK–5 mathematics curriculum adoption
- Increased access to rigorous, learner-centered instruction across the system
- Alignment of instructional materials to support consistency and coherence
- Modified Implementation

Modified Implementation
Action 3.6 – Family Engagement in Mathematics
This action was modified based on implementation outcomes and stakeholder feedback. While initial efforts included district-led presentations and engagement events, these approaches did not achieve the intended depth or reach. The district is shifting toward a more site-based, resource-driven model to better support meaningful and accessible family engagement.

- District-led workshops and presentations did not consistently reach families at scale
- Feedback indicated a need for more practical, curriculum-aligned resources for home use
- Families expressed interest in targeted supports, including intervention and enrichment
- Revised approach will focus on developing tools and resources for school sites to engage families directly
- Increased emphasis on accessibility (multiple formats and languages) and alignment to classroom instruction

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.

2025–26, the total decrease for Goal 3 is -$1.0M or -26.0%. There is a significant change due to the total amount of the goal being less than $4.0M between the 2025–26 budgeted expenditures and the estimated actual expenditures for Goal 3 mostly attributed to reductions in spending. The material differences at the Goal Action level are as follows:

Action 3.4 – Net increase of $0.4 or 90.9% from the planned amount of $406,413 to the estimated actual amount of $775,964. This difference was primarily due to increases in science, technology, engineering, arts and mathematics (STEAM) services.

Action 3.5 – Net decrease of -$1.7M or -78.5% from the planned amount of $2,100,000 to the estimated actual amount of $450,776. This decrease was mostly attributed to a one-time reduction in resources and materials related to mathematics.

Action 3.7 – Net increase of $0.3M or 19.5% from the planned amount of $1,382,552 to the estimated actual amount of $1,651,503. This increase was primarily attributed to increased targeted services in mathematics.

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

Action 3.1 – Did Not Achieve Desired Outcomes
Implementation of this action did not achieve the desired outcomes. While all TK students had access to a district-adopted, developmentally appropriate mathematics curriculum designed to support hands-on, exploratory numeracy, the planned TK classroom observation tool was not implemented. As a result, the district was unable to monitor instructional practices or measure implementation fidelity as intended. Measurement: Effectiveness could not be measured due to the absence of the TK observation tool.

Action 3.2 – Strong Effectiveness
This action demonstrated strong effectiveness. TK–5 school sites participated in a trainer-of-trainers model, successfully building educator capacity to implement the adopted mathematics curriculum. More than 1,600 teachers participated in summer professional learning, and nearly all TK–5 sites engaged in follow-up training. Thirty Cluster Leads supported approximately 240 Site Leads, resulting in nearly 2,400

teachers receiving curriculum-aligned professional learning. Feedback cycles with Site and Cluster Leads informed continuous improvement and strengthened implementation across sites. The district met and exceeded its professional learning targets, and student growth on i-Ready assessments indicates positive impact on student learning.
Measurement: Student growth on i-Ready mathematics assessments and CAASPP Math DFS (3–8, 11). Spring iReady data showed 56.96% Met Typical Growth and 28.24% Met Stretch Growth. CAASPP not yet available.

Action 3.3 – Strong Effectiveness
This action demonstrated strong effectiveness in establishing foundational systems for data use. The implementation of i-Ready provided consistent access to student data, and early evidence shows teachers and leaders beginning to use data to group students and adjust instruction These initial shifts represent progress toward a more data-informed instructional culture. Stakeholder feedback highlights the need for continued refinement of data use practices, including protocols within PLCs and ILTs and stronger alignment between data analysis and instructional planning while also supporting targeted interventions.
Measurement: Student growth on i-Ready mathematics assessments and CAASPP Math DFS (3–8, 11). Spring iReady data showed 56.96% Met Typical Growth and 28.24% Met Stretch Growth. CAASPP not yet available.

Action 3.4 – Strong Effectiveness
This action demonstrated strong effectiveness. Professional learning and resources supported the implementation of instructional strategies aligned to the Standards for Mathematical Practice, including reasoning, problem solving, and mathematical discourse. Teachers engaged in learning focused on lesson components that promote deep thinking, explanation of ideas, and collaborative dialogue. Feedback from Site and Cluster Leads indicates growing implementation across classrooms.
Measurement: Student growth on i-Ready mathematics assessments and CAASPP Math DFS (3–8, 11). Spring iReady data showed 56.96% Met Typical Growth and 28.24% Met Stretch Growth. CAASPP not yet available.

Action 3.5 – Strong Effectiveness
This action demonstrated strong effectiveness. Across TK–12, students had access to mathematics instruction aligned to the California Common Core State Standards, supported by the implementation of a district-adopted curriculum. In TK–5, students engaged in developmentally appropriate, hands-on, problem-based learning supported by aligned pacing guides to promote consistent and equitable implementation. In grades 6–8, students engaged in standards-aligned, problem-based instruction emphasizing reasoning, collaboration, and application of mathematical concepts. These efforts strengthened coherence and consistency in mathematics instruction across grade levels.
Measurement: Student growth on i-Ready mathematics assessments and CAASPP Math DFS (3–8, 11). Spring iReady data showed 56.96% Met Typical Growth and 28.24% Met Stretch Growth. CAASPP not yet available.

Action 3.6 – Emerging Effectiveness
This action demonstrated emerging effectiveness. The district implemented family engagement efforts through workshops, presentations, and meetings; however, these efforts did not consistently reach families at the intended depth or scale, and feedback data was not systematically collected across all events. Stakeholder input indicates a need for accessible, curriculum-aligned resources that support learning at home. As a result, the district will shift to a more school-centered approach, providing tools and resources that enable sites to engage families in meaningful, context-specific ways aligned to classroom instruction.The use of surveys will be discontinued.

Measurement: Student growth on i-Ready mathematics assessments and CAASPP Math DFS (3–8, 11). Spring iReady data showed 56.96% Met Typical Growth and 28.24% Met Stretch Growth. CAASPP not yet available.

Action 3.7 – Strong Effectiveness
This action demonstrated strong effectiveness. The district ensured access to California State Standards–aligned mathematics curriculum for all students, including completion of the TK–5 adoption and continued implementation in grades 6–12. These efforts support consistent, rigorous, and learner-centered instruction with a focus on problem solving and number fluency. Targeted support was provided to schools and student groups identified as red on the California School Dashboard, including unhoused students and Long-Term English Learners. Measurement: Student growth on i-Ready mathematics assessments and Student growth on i-Ready mathematics assessments and CAASPP Math DFS (3–8, 11), with attention to identified student groups.Spring iReady data showed 56.96% Met Typical Growth and 28.24% Met Stretch Growth. CAASPP not yet available.

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.

Based on reflection and analysis of implementation, several adjustments have been made to strengthen the impact and alignment of Goal 3 actions. The following changes will be made for the 26-27 school year.

Action 3.1: The use of a formal TK observation tool has been removed. The district will instead leverage existing walkthrough and Community of Practice structures to monitor implementation. There will be a discontinuation of metric M3.C as the goals have already been met.

Action 3.2: The professional learning model has been refined from a single beginning-of-year training to multiple, ongoing sessions. This shift is intended to better support sustained implementation across the year.

Action 3.3: The focus on data use has expanded to include both core instruction and targeted intervention. Assessment participation expectations have also increased from 80% to 95% to improve consistency of data across sites.

Action 3.4: Support for the Standards for Mathematical Practice has been broadened to intentionally include middle school, specifically grade 6, as a targeted grade span. This ensures greater coherence in instructional expectations across TK–8.

Action 3.5: A focused high school work group has been introduced. Selected teachers will analyze current curriculum and assessment practices and develop aligned resources to support more coherent, standards-aligned instruction. There will be a discontinuation of Metric M3.E as the goals have already been met.

Action 3.6: The focus will move from district wide and cluster meetings to resources prepared for site based collaboration between the school and community. Due to this shift, the metric M3.B attendance rates and surveys will be discontinued for the 26-27 school year.

Metrics

Metrics retained:
Growth on iReady (2–8) (M3.A), Educator Access to Curriculum, Manipulatives, and Professional Learning (M3.C), CAASPP Math Distance from Standard (Grades 3–8, 11) (M3.D), Access to Curriculum-Aligned Pacing Guides (M3.E), and TK Classroom Observation Tool (M3.F).

Metrics added:
D&F Rate Grades 9–11 (M3.G)

Metrics discontinued for future reporting:

Attendance at Family Events and Parent Workshop Survey Results (M3.B)
Educator Access to Curriculum, Manipulatives, and Professional Learning (M3.C)
Access to Curriculum-Aligned Pacing Guides (M3.E)
TK Classroom Observation Tool (M3.F)

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Access to Math Curriculum TK	By Fall 2025, all Transitional Kindergarten (TK) students will have access to a high-quality, developmentally appropriate mathematics curriculum designed to build foundational numeracy through hands-on, exploratory learning. Implementation will be monitored using a TK classroom observation tool at five identified schools. In 2026-2027 the classroom tool will be replaced by district wide community of practice protocols. *This action is principally directed to unduplicated pupils (UDP), including English learners and low-income students, by prioritizing implementation at sites with high UDP enrollment. The curriculum goes beyond the core program by incorporating problem-based learning, concrete manipulatives, and culturally responsive instructional practices that strengthen early math understanding and language development. Metric: Educator access to curriculum, manipulatives, and professional learning – M3.C	See Action 2.1	No

Action #	Title	Description	Total Funds	Contributing
		There will be a discontinuation of Metric M3.F, as the district will no longer use the formal TK observation tool to monitor implementation.		
3.2	Development of Principal and Educator Leadership K-12	All TK-5 school sites will participate in a trainer-of-trainers model to build capacity for implementing the instructional strategies embedded in the district's adopted math curriculum. At least 60% of TK-5 teachers will be trained on the curriculum and embedded strategies at the beginning of the year, with site and Cluster Leads providing ongoing workshops to support implementation. Student outcomes will be monitored through growth on math assessments. *This action is principally directed to unduplicated pupils (UDP), particularly English learners and low-income students, by prioritizing implementation at schools with the highest need. The action goes beyond the core program by embedding equity-driven math professional learning focused on asset-based mindsets and math identity development to challenge implicit biases and shift beliefs about student math ability. Metrics: Growth on iReady (K–9) – M3.A CAASPP Math DFS (Grades 3–8, 11) – M3.D	See Action 2.2	No
3.3	Student-Centered Data Informed Decision Making	Every student will experience more targeted math instruction as all school sites build educator capacity in data literacy and responsive instructional planning with interventions. With support from the Data Insights and Systems Support Department, teachers and leaders will use district dashboards to identify learning needs, group students, adjust instruction based on real-time data. For the 2026-2027 school year, teachers will continue to use data to adjust instruction as well as and provide data based interventions as needed. By Spring of 2027, 95% of grades 3-9 teachers will administer the iReady Math Diagnostic assessment in the Fall and Winter with fidelity, as measured by completion of required measures and adherence to	See Action 2.3	No

Action #	Title	Description	Total Funds	Contributing
		assessment protocols to ensure that the resulting data can be reliably used to inform math instruction and early interventions. *This action is principally directed to unduplicated pupils (UDP), with a focus on supporting schools serving high concentrations of English learners, foster youth, and low-income students. It goes beyond the core program by embedding real-time, disaggregated data tools and site-based decision-making structures to improve outcomes for historically underserved student groups. Equity Driver: Use disaggregated data such as race, gender, language, disability status, and socioeconomic background to identify student needs and promote equitable outcomes for all learners. Metrics: Growth on iReady (K–9) – M3.A CAASPP Math DFS (Grades 3–8, 11) – M3.D		
3.4	Standards for Mathematical Practice	All students will engage in math classrooms where reasoning, problem solving, and mathematical discussions are part of daily instruction, aligned to the Standards for Mathematical Practice. To support this, teachers across all school sites will receive professional development and resources focused on lessons that promote deep thinking, explanation of ideas, and collaborative dialogue. Success will be measured by growth on progress monitoring math assessments. *This action is principally directed to unduplicated pupils (UDP), with a focus on improving math instruction at schools serving high populations of English learners, low-income students, and foster youth. It goes beyond the core program by embedding professional learning that emphasizes culturally responsive teaching and instructional strategies designed to close opportunity gaps in mathematics. Equity Driver: Promote culturally relevant pedagogy that connects learning to students' lived experiences, identities, and communities.	$541,233.00	No

Action #	Title	Description	Total Funds	Contributing
		Metrics: Growth on iReady (K–9) – M3.A CAASPP Math DFS (Grades 3–8, 11) – M3.D		
3.5	Math Curriculum Coherence and Use of Instructional Strategies Embedded in the Curriculum	1. All TK students will have access to a district-adopted, developmentally appropriate math curriculum that emphasizes problem-based learning through exploration and hands-on activities. Teachers will be supported with aligned pacing guides to ensure consistent and equitable implementation across classrooms. Implementation will be monitored through the development of pacing guides at five identified sites. 2. All K–8 students will engage with a mathematics curriculum aligned to the California Common Core State Standards. Instruction will focus on problem-based learning, allowing students to explore mathematical ideas, collaborate with peers, and apply reasoning to real-world problems. Teachers will have access to district-developed pacing guides to support consistent instructional delivery, Implementation will be monitored through the availability of pacing guides and growth on progress monitoring assessments. *These actions are principally directed to unduplicated pupils (UDP), particularly multilingual learners and students with disabilities, by prioritizing curriculum implementation and scaffolding at schools with high concentrations of UDPs. The supports go beyond the core program through embedded curricular strategies—including enrichment, reteaching, and scaffolding—ensuring that Spotlight students can fully access rigorous math content and demonstrate growth. Equity Driver: Spotlight students, including multilingual learners and students with disabilities, will receive targeted support through embedded curricular resources, such as enrichment, reteaching, and scaffolding. Metrics: Growth on iReady (K–9) – M3.A	$2,130,000.00	No

Action #	Title	Description	Total Funds	Contributing
		CAASPP Math DFS (Grades 3–8, 11) – D&F Rates M3.D, M3.H		
3.6	Engaging with Families	This action is updated based on feedback from educational partners. For the 2026-2027 school year, the district will provide a bank of resources, activities, and tools to support school sites in leading family learning focused on mathematics, including understanding curriculum, assessments and supporting learning at home. Site teams will adapt and implement provided resources to meet local needs, ensuring engagement opportunities are culturally responsive and reflect the voices of the community. This will improve parent involvement and engagement. The collection of survey data will be discontinued for the 26-27 school year. See below for previous action: Students will be supported by families who are actively engaged in their learning through connections between school sites, parent advisory groups, and district leaders. Through Cluster Leads and Site Leads, all families will be offered at least one math-focused workshop designed to increase understanding of math pathways, assessment results, and strategies to support learning at home, such as fluency and word problem-solving techniques. Implementation will be measured by family attendance at workshops, and by the percentage of parents who rate the workshops as useful or highly useful through post-event feedback surveys. Equity Driver: Provide resources that support site-based, school-led family engagement activities such as flyers, tasks/activities, and tools in multiple languages and modalities METRIC: M1H Participants in activities/opportunities that promote parent participation for all students including English Learners (EL), Foster Youth (FY), Low Income (LI) students, and Students with	See Action 1.3	No

Action #	Title	Description	Total Funds	Contributing
		Disabilities (SWD) M1J Parent Climate Survey (CalSCHLS CSPS) CAASPP Math DFS (Grades 3–8, 11) – M3.D		
3.7	Math - Red Indicator *This is a required action in our LCAP. See Chart at the end of this document: 2023 SDUSD Red Indicators on CA Dashboard.	This action responds to student group and school performance identified as red in the 2023 California School Dashboard, including suspension (foster youth), academic progress (LTELs), and graduation (Garfield, ALBA). All students, with a specific focus on schools and student groups identified as red on the California School Dashboard, particularly unhoused students and Long-Term English Learners, will be provided a California State Standards-aligned math curriculum that is learner-centered, with a focus on problem solving and number fluency. *This action is principally directed to unduplicated pupils (UDP), with implementation prioritized at schools serving high concentrations of foster youth, English learners, and low-income students. It goes beyond the core program by embedding site-based professional learning for staff to support culturally responsive curriculum implementation, data-informed differentiation, and instructional practices that address the needs of historically underserved students. Metrics: Growth on iReady (K–9) – M3.A CAASPP Math DFS (Grades 3–8, 11) – M3.D	$1,396,798.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M4.A	Graduation Rate *Required by CDE (Priority 4, 5)	All Students: 89.9% African American: 82.3% Asian: 93.9% Filipino: 95.1% Hispanic: 86.1% Multiple Races: 94.1% Pacific Islander: 88.6% White: 95.4% English Learner: 72.3%	All Students: 88.3% African American: 80.0% Asian: 94.1% Filipino: 93.9% Hispanic: 83.3% Multiple Races: 92.0%	All Students: 90.2% African American: 86.7% Asian: 94.9% Filipino: 95.3% Hispanic: 86.1% Multiple Races: 94.1%	All Students: 93.0% African American: 85.3% Asian: 95% Filipino: 95.1% Hispanic: 89.1% Multiple Races: 95.1%	All Students: +0.3% African American: +4.4% Asian: +1.0% Filipino: +0.2% Hispanic: 0.0% Multiple Races: 0.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster: 55.0% Homeless: 78.0% Economically Disadvantaged: 87.5% Students with Disabilities: 67.2% (Source: DataQuest, 2022/23)	Pacific Islander: 92.0% White: 95.2% English Learner: 66.8% Foster: 35.3% Homeless: 74.5% Economically Disadvantaged: 84.9% Students with Disabilities: 67.7% (Source: DataQuest, 2023-24)	Pacific Islander: 92.3% White: 95.3% English Learner: 73.4% Foster: 60.0% Homeless: 78.0% Economically Disadvantaged: 87.7% Students with Disabilities: 73.9% (Source: DataQuest, 2024-25)	Pacific Islander: 91.6% White: 95.4% English Learner: 78.3% Foster: 64.0% Homeless: 84.0% Economically Disadvantaged: 90.5% Students with Disabilities: 76.2%	Pacific Islander: +3.7% White: -0.1% English Learner: +1.1% Foster: +5.0% Homeless: 0.0% Economically Disadvantaged: +0.2% Students with Disabilities: +6.7%
M4.B	College Career Indicator (CCI)	All Students: 59.9% African American: 43.8% Asian: 79.5% Filipino: 75.1% Hispanic: 44.5% Multiple Races: 72.0% Pacific Islander: 42.9% White: 78.9% English Learner: 20.8% Foster: 15.0% Homeless: 31.6% Economically Disadvantaged: 50.6% Students with Disabilities: 23.8% (Source: CA State Dashboard 2022/23)	All Students: 62.9% African American: 47.4% Asian: 82.4% Filipino: 79.6% Hispanic: 48.7% Multiple Races: 72.6% Pacific Islander: 64% White: 79.4% English Learner: 28.7% Foster: 18.2% Homeless: 34.8% Economically Disadvantaged: 54.2%	All Students: 66.6% African American: 51.4% Asian: 83.4% Filipino: 80.8% Hispanic: 53.7% Multiple Races: 78.6% Pacific Islander: 46.2% White: 83.4% English Learner: 31.9% Foster: 26.3% Homeless: 39.1% Economically Disadvantaged: 59%	Increase the 9th - 12th grade Spotlight Student cohorts' On Track completion of a-g course requirements with a grade of C or higher as measured by California Department of Education (CDE) from 24.7% in Spring 2023 to 27.7% by August 2025. Increase the 10th - 12th Spotlight	All Students: +6.7% African American: +7.6% Asian: +3.9% Filipino: +5.7% Hispanic: +9.2% Multiple Races: +6.6% Pacific Islander: +3.3% White: +4.5% English Learner: +11.1% Foster: +11.3% Homeless: +7.5% Economically Disadvantaged: +8.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Students with Disabilities: 31.9% (Source: CA State Dashboard 2023-24)	Students with Disabilities: 31.3% (Source: CA State Dashboard 2024-25)	Student cohorts' completion of at least one (1) CTE pathway with a grade of C or higher in the capstone course as measured by California Department of Education (CDE) from 21.4% in Spring 2023 to 24.4% by August 2025. Increase the 10th-12th Spotlight Student cohorts' completion of at least two or more community college courses earning a C or higher as measured by California Department of Education (CDE) from 7% in Spring 2023 to 10% by August 2025.	Students with Disabilities: +7.5%
M4.C	D&F Rate	All: 13.78% Grade 6: 10.01% Grade 7: 13.11% Grade 8: 13.51% Grade 9 19.46%	All: 12.5% Grade 6: 8.9% Grade 7: 11.7% Grade 8: 12.1% Grade 9 18.6%	All: 11.7% Grade 6: 8.2% Grade 7: 10.2% Grade 8: 10.5% Grade 9: 13.4%	All: 10.78% Grade 6: 7.01% Grade 7: 10.11% Grade 8: 10.51% Grade 9: 15.96%	All: -2.08% Grade 6: -1.81% Grade 7: -2.91% Grade 8: -3.01% Grade 9: -6.06%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 10: 16.37% Grade 11: 14.53% Grade 12: 8.14% (Source: PowerSchool 2023/24)	Grade 10: 14.9% Grade 11: 11.7% Grade 12: 8.4% (Source: PowerSchool 2024-25)	Grade 10: 14.7% Grade 11: 13.6% Grade 12: 10.7% (Source: Local Dashboard 5/1/2026)	Grade 10: 13.37% Grade 11: 11.53% Grade 12: 5.14%	Grade 10: -1.67% Grade 11: -0.93% Grade 12: +2.56%
M4.D	Spotlight Student a-g Completion Rate *There will be an intentional focus on district high school Spotlight Students with the lowest grades as determined by their GPA). Where applicable, metrics and actions will specify Spotlight Students, inclusive of UDP and SWD).	22.5% Source: Local Data 08/2023)	24.7% (Source: Local Data 05/2024)	32.4% (Source: Local Data 2025-26)	33.7%	+9.9%
M4.E	Spotlight Student - CTE pathway with grade c or higher	16.5% Source: Local Data 08/2023)	21.4% (Source: Local Data 05/2024)	26.5% (Source: Local Data 2025-26)	30.4%	+10.0%
M4.F	Spotlight Student - 2 or more community college courses	5.4% (Source: Local Data 08/2023)	7% (Source: Local Data 05/2024)	7.6% (Source: Local Data 2025-26)	16%	+2.2%
M4.G	Attendance (Middle & High) *Required by CDE (Priority 5)	All: 93.4 % African American: 92.1% American Indian or Alaska Native: 92.6% Asian: 96.2%	All: 93.9% African American: 92.9% American Indian or Alaska Native: 93.4%	All: 94.5% African American: 93.8% American Indian or Alaska Native: 93.0%	All: 95.2% African American: 94.1% American Indian or Alaska Native: 94.6%	All: +1.1% African American: +1.7% American Indian or Alaska Native: +0.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Filipino: 95.8% Hispanic or Latino: 92.0% Pacific Islander: 92.2% White: 94.3% Two or More Races: 94.1% English Learner: 90.9% Foster Youth: 85.4% Homeless Youth: 89.8% Students with Disabilities: 90.3% Socioeconomically Disadvantaged: 92.3% (Source: Hoonuit, 5/22/2024)	Asian: 96.4% Filipino: 96.1% Hispanic or Latino: 92.6% Pacific Islander: 92.7% White: 94.7% Two or More Races: 94.4% English Learner: 92.4% Foster Youth: 87.0% Homeless Youth: 91.0% Students with Disabilities: 91.1% Socioeconomically Disadvantaged: 92.8% (Source: Hoonuit, 5/30/2025)	Asian: 96.4% Filipino: 96.4% Hispanic or Latino: 93.7% Pacific Islander: 93.9% White: 94.7% Two or More Races: 94.8% English Learner: 93.7% Foster Youth: 92.7% Homeless Youth: 92.6% Students with Disabilities: 92.1% Socioeconomically Disadvantaged: 93.8% (Source: Local Dashboard, 5/1/2026)	Asian: 97.2% Filipino: 96.8% Hispanic or Latino: 95.0% Pacific Islander: 95.2% White: 95.1% Two or More Races: 96.1% English Learner: 93.9% Foster Youth: 88.4% Homeless Youth: 92.8 % Students with Disabilities: 93.3% Socioeconomically Disadvantaged: 95.3%	Asian: +0.2% Filipino: +0.6% Hispanic or Latino: +1.7% Pacific Islander: +1.7% White: +0.4% Two or More Races: +0.7% English Learner: +2.8% Foster Youth: +7.3% Homeless Youth: +2.8% Students with Disabilities: +1.8% Socioeconomically Disadvantaged: +1.5%
M4.H	Early Assessment Program (EAP) *Required by CDE (Priority 4)	ELA: 31.8% Math: 15.4% (Source: CAASPP website - 2022-23)	ELA: 29.4% Math: 14.6% (Source: CAASPP website 2023-24)	ELA: 31.75% Math: 17.66% (Source: 2024-25 CAASPP website)	ELA: 35% Math: 21%	ELA: -0.05% Math: +2.26%
M4.I	Middle School Dropout Rate *Required by CDE (Priority 5)	0.001% (Source: PowerSchool 2022-23)	0.07% (Source: PowerSchool 2023-24)	0.17% (Source: PowerSchool 2025-26)	0%	+0.169%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M4.J	Advanced Placement Participation	All: 40% African American: 25% American Indian or Alaska Native: 32% Asian: 62% Filipino: 45% Hispanic or Latino: 28% Pacific Islander: 24% White: 54% Two or More Races: 46% English Learners: 7% Foster Youth: 11% Homeless Youth: 20% Students with Disabilities: 11% Socioeconomically Disadvantaged: 31% (Source: Local Data 2022/23)	All: 40% African American: 24% American Indian or Alaska Native: 28% Asian: 65% Filipino: 44% Hispanic or Latino: 27% Pacific Islander: 18% White: 54% Two or More Races: 46% English Learners: 9% Foster Youth: 7% Homeless Youth: 20% Students with Disabilities: 11% Socioeconomically Disadvantaged: 30% (Source: Local Data 2023-24)	All: 41% African American: 26% American Indian or Alaska Native: 39% Asian: 64% Filipino: 48% Hispanic or Latino: 28% Pacific Islander: 31% White: 56% Two or More Races: 45% English Learners: 7% Foster Youth: 15% Homeless Youth: 20% Students with Disabilities: 12% Socioeconomically Disadvantaged: 31% (Source: Local Data 2024-25)	All: 43% African American: 31% American Indian or Alaska Native: 38% Asian: 65% Filipino: 48% Hispanic or Latino: 34% Pacific Islander: 30% White: 57% Two or More Races: 49% English Learners: 16% Foster Youth: 20% Homeless Youth: 26% Students with Disabilities: 20% Socioeconomically Disadvantaged: 37%	All: +1.0% African American: +1.0% American Indian or Alaska Native: +7.0% Asian: +2.0% Filipino: +3.0% Hispanic or Latino: 0.0% Pacific Islander: +7.0% White: +2.0% Two or More Races: -1.0% English Learners: 0.0% Foster Youth: +4.0% Homeless Youth: 0.0% Students with Disabilities: +1.0% Socioeconomically Disadvantaged: 0.0%
M4.K	Advanced Placement Pass Rate *Required by CDE (Priority 4)	All: 71% African American: 42% American Indian or Alaska Native: 85% Asian: 75% Filipino: 59% Hispanic or Latino: 56%	All: 72% African American: 38% American Indian or Alaska Native: 100% Asian: 77%	All: 76% African American: 41% American Indian or Alaska Native: 86% Asian: 82%	All: 76% African American: 52% American Indian or Alaska Native: 88% Asian: 79%	All: +5.0% African American: +1.0% American Indian or Alaska Native: +1.0% Asian: +7.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Pacific Islander: 53% White: 75% Two or More Races: 73% English Learners: 38% Foster Youth: N/A Homeless Youth: 47% Students with Disabilities: 44% Socioeconomically Disadvantaged: 57% (Source: Local Data 2022/23)	Filipino: 69% Hispanic or Latino: 59% Pacific Islander: 22% White: 79% Two or More Races: 78% English Learners: 37% Foster Youth: N/A Homeless Youth: 49% Students with Disabilities: 49% Socioeconomically Disadvantaged: 61% (Source: Local Data 2023-24)	Filipino: 71% Hispanic or Latino: 63% Pacific Islander: 61% White: 83% Two or More Races: 84% English Learners: 43% Foster Youth: N/A Homeless Youth: 58% Students with Disabilities: 54% Socioeconomically Disadvantaged: 65% (Source: Local Data 2024-25)	Filipino: 66% Hispanic or Latino: 63% Pacific Islander: 61% White: 79% Two or More Races: 78% English Learners: 48% Foster Youth: N/A Homeless Youth: 56% Students with Disabilities: 53% Socioeconomically Disadvantaged: 64%	Filipino: +12.0% Hispanic or Latino: +7.0% Pacific Islander: +8.0% White: +8.0% Two or More Races: +11.0% English Learners: +5.0% Foster Youth: N/A Homeless Youth: +11.0% Students with Disabilities: +10.0% Socioeconomically Disadvantaged: +8.0%
M4.L	UC a-g *Required by CDE	All: 69.8% African American: 64.1% American Indian or Alaska Native: (N<11) Asian: 82.9% Filipino: 73.5% Hispanic or Latino: 56.3% Pacific Islander: 64.5% White: 85.5% Two or More Races: 79.6% English Learners:	All: 69.3% African American: 61.9% American Indian or Alaska Native: (N<11) Asian: 83.6% Filipino: 74.8% Hispanic or Latino: 57.7% Pacific Islander: 69.6% White: 82.2% Two or More	All: 70.3% African American: 60.7% American Indian or Alaska Native: (N<11) Asian: 84.5% Filipino: 80.4% Hispanic or Latino: 58.1% Pacific Islander: 54.2% White: 84.1% Two or More	All: 72.8% African American: 70.1% American Indian or Alaska Native: (N<11) Asian: 85.9% Filipino: 76.5% Hispanic or Latino: 65.3% Pacific Islander: 70.5% White: 88.5% Two or More	All: +0.5% African American: +3.4% American Indian or Alaska Native: Not available (N<11) Asian: +1.6% Filipino: +6.9% Hispanic or Latino: +1.8% Pacific Islander: -10.3% White: -1.4% Two or More

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		41.4% Foster Youth: 54.5% Homeless Youth: 48.1% Students with Disabilities: 46.2% Socioeconomically Disadvantaged: 61.6% (Source: DataQuest, 2022/23)	Races: 74.3% English Learners: 44.4% Foster Youth: 41.7% Homeless Youth: 45.4% Students with Disabilities: 47.8% Socioeconomically Disadvantaged: 61.9% (Source: DataQuest, 2023-24)	Races: 78.8% English Learners: 44.5% Foster Youth: 33.3% Homeless Youth: 49.8% Students with Disabilities: 48.6% Socioeconomically Disadvantaged: 63.8% (Source: DataQuest, 2024-25)	Races: 82.6% English Learners: 50.4% Foster Youth: 63.5% Homeless Youth: 57.1% Students with Disabilities: 55.2% Socioeconomically Disadvantaged: 67.6%	Races: -0.8% English Learners: +3.1% Foster Youth: -21.2% Homeless Youth: +1.7% Students with Disabilities: +2.4% Socioeconomically Disadvantaged: +2.2%
M4.M	High School Dropout Rate *Required by CDE (Priority 5)	All: 4.1% African American: 8.2% American Indian or Alaska Native: (N<11) Asian: 2.8% Filipino: 0.7% Hispanic or Latino: 5.7% Pacific Islander: 8.6% White: 1.7% Two or More Races: 2.7% English Learners: 12.5% Foster Youth: 36.8% Homeless Youth: 11.3% Students with Disabilities: 9.1% Socioeconomically	All: 3.2% African American: 6.3% American Indian or Alaska Native: (N<11) Asian: 1.5% Filipino: 0.9% Hispanic or Latino: 4.3% Pacific Islander: 8.0% White: 1.5% Two or More Races: 2.4% English Learners: 9.2% Foster Youth: 29.4%	All: 2.7% African American: 3.0% American Indian or Alaska Native: (N<11) Asian: 1.3% Filipino: 0.5% Hispanic or Latino: 3.8% Pacific Islander: 0.0% White: 1.6% Two or More Races: 2.0% English Learners: 7.5% Foster Youth: 20.0%	All: 2.7% African American: 6.2% American Indian or Alaska Native: (N<11) Asian: 1.8% Filipino: 0.7% Hispanic or Latino: 3.7% Pacific Islander: 6.6% White: 1.2% Two or More Races: 1.7% English Learners: 9.5% Foster Youth: 33.8%	All: -1.4% African American: -5.2% American Indian or Alaska Native: (N<11) Asian: -1.5% Filipino: -0.2% Hispanic or Latino: -1.9% Pacific Islander: -8.6% White: -0.1% Two or More Races: -0.7% English Learners: -5.0% Foster Youth: -16.8.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Disadvantaged: 5.3% (Source: DataQuest 2022/23)	Homeless Youth: 9.3% Students with Disabilities: 6.7% Socioeconomically Disadvantaged: 4.0% (Source: DataQuest 2023-24)	Homeless Youth: 8.0% Students with Disabilities: 5.4% Socioeconomically Disadvantaged: 3.3% (Source: DataQuest 2024-25)	Homeless Youth: 9.3% Students with Disabilities: 7.1% Socioeconomically Disadvantaged: 3.3%	Homeless Youth: -3.3% Students with Disabilities: -3.7% Socioeconomically Disadvantaged: -2.0%
M4.N	Career Technical Education (CTE) course sequence completion. A CTE completer has passed a minimum of 2 full years of coursework. *Required by CDE	27.4% Source: Local Data 2022-23)	30.9% (Source: Local Data 2023-24)	45.9% (Source: Local Data 2024-25 - 5/1/2026)	33.4%	+18.5%
M4.O	Cohort Graduates completing UC/CSU a-g and CTE sequence *Required by CDE (Priority 4)	All: 30.1% African American: 27.3% American Indian or Alaska Native: (N<11) Asian: 45.1% Filipino: 29.8% Hispanic or Latino: 22.8% Pacific Islander: 19.4% White: 36.2% Two or More Races: 33.9% English Learners: 15.3%	All: 28.0% African American: 24.8% American Indian or Alaska Native: (N<11) Asian: 39.9% Filipino: 24.9% Hispanic or Latino: 23.0% Pacific Islander: 21.7% White: 33.4% Two or More Races: 27.8%	All: 32.4% African American: 29.4% American Indian or Alaska Native: (N<11) Asian: 38.3% Filipino: 32% Hispanic or Latino: 30% Pacific Islander: 33.3% White: 36.2% Two or More Races: 30.4%	All: 32.0% African American: 31% American Indian or Alaska Native: (N<11) Asian: 43% Filipino: 31% Hispanic or Latino: 29% Pacific Islander: 28% White: 36% Two or More Races: 34%	All: +2.3% African American: +2.1% American Indian or Alaska Native: (N<11) Asian: -6.8% Filipino: +2.2% Hispanic or Latino: +7.2% Pacific Islander: +13.9% White: 0.0% Two or More Races: -3.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth: 18.2% Homeless Youth: 16.9% Students with Disabilities: 17.3% Socioeconomically Disadvantaged: 25.9% Source: Local Data 2022-23)	English Learners: 17.6% Foster Youth: 16.7% Homeless Youth: 15.8% Students with Disabilities: 19.2% Socioeconomically Disadvantaged: 24.3% (Source: Local Data 2023-24)	English Learners: 20.7% Foster Youth: 8.3% Homeless Youth: 25.3% Students with Disabilities: 21.7% Socioeconomically Disadvantaged: 31.4% (Source: Local Data 2024-25)	English Learners: 27% Foster Youth: 26% Homeless Youth: 25% Students with Disabilities: 28% Socioeconomically Disadvantaged: 30%	English Learners: +5.4% Foster Youth: -9.9% Homeless Youth: +8.4% Students with Disabilities: +4.4% Socioeconomically Disadvantaged: +5.5%

Goal Analysis [2025-26]

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

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

San Diego Unified School District made meaningful progress in implementing planned actions to design a meaningful diploma and align our policies and practices to meet student needs are part of a broader initiative aimed at improving student outcomes and strengthening high school pathway programs.

Action 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.1.6, 4.1.7, 4.1.8, 4.1.9: The district Fully Implemented the actions as planned by:
CCTE held and will continue to hold Xello training for counselors (elementary-HS) and HS teachers.
The Data Insights Team has built an online platform called Action Insights that shows up to date information on academic progress, course requirements, college and career preparedness.
Online Learning Department prioritized online learning dual enrollment for credit recovery and first time credit for Seniors to earn a diploma on time.
Revamped Independent Study Online Program application and process to align with quarterly enrollment to support earning credits. Shared process with Counselors and Principals.
Updated Online Learning Department Website to attract and inform families about Online Learning Dual Enrollment and Independent Study Online Program options
Submitted requests to SDUSD's interdivisional curriculum committee ("ICC") for the following courses to be added to Independent Study Online Program course catalog

-a designated English Language Development course to support multi-lingual learners
-to add 4th year science options for UC bound students
-to add elective options to incorporate student voice and choice
-to have a CCTE pathway, that lends itself to online, independent instruction
Added all middle schools to Independent Study
Extended Learning Opportunities in partnership with counseling and guidance and the Office of Graduation implemented after school and summer credit recovery programs.
Increased elementary foundational arts/VAPA education and supplementary experiences in all arts disciplines; Expanded VAPA pathways and courses offerings, direct interaction with professionals in arts careers through participation in district-wide events, additional 11 arts FTE increased at elementary and 10 arts FTE increase at secondary via Arts and Music in Schools (AMS) funds. All support vertical articulation for graduation requirements.
CCTE is working directly with school sites to make sure they have the updated information they need to present pathway programing, CCAP information & CBE information at their articulation meetings that host with parents/families. Working with sites to address the disproportionality gaps in regards to enrollment with CCTE pathway classes by reviewing data & coming up with action plans & next steps.

Action 4.2, 4.3: The district Fully Implemented the actions as planned by:
Several personal finance courses have been adopted and a few high schools will offer the course during the 2026-2027 school year.
The Data Insights Team has built an online platform called Action Insights that shows up to date information on academic progress, course requirements, college and career preparedness.

Action 4.4: The district Fully Implemented the actions as planned by:
The Office of Graduation worked directly with schools who have a red indicator on the California Dashboard for graduation rate with an intentional focus on Students with Disabilities to ensure students not only have access but are successful in courses aligned to their interests and passion and that lead to a high school diploma.

Action 4.5.1, 4.5.2, 4.5.3, 4.5.4, 4.5.5, 4.5.6, 4.5.7, 4.5.8, 4.5.9 and Action 4.6: The district Fully Implemented the actions as planned by:
The Data Insights Team has built an online platform called Action Insights that shows up to date information on academic progress, course requirements, college and career preparedness.

Action 4.7.1, 4.7.2, 4.7.3, 4.7.4: The district Fully Implemented the actions as planned by:
Restorative justice practices training is provided to schools to support the development of site discipline plans and the incorporation of restorative justice practices as a form of prosocial behavior development.
The district created teaching guides for monthly celebrations and observances of student and family identity in conjunction with media campaigns that uplift student voice related to their identity-based experiences.
The district maintained GSA (Genders and Sexualities Alliance) network, BSU (Black Student Union), APIDA (Asian Pacific Islander Desi American) Clubs, and additional Affinity Student Groups throughout the SDUSD to create and maintain safe, affirming spaces for youth
Ally Action Bullying Prevention & Intervention Student Training and Leadership at over 20 SDUSD school sites

Action 4.8.1 The district Fully Implemented the actions as planned by:

Training and support for school leaders and SSCs to develop SMART goals and aligned strategies would enhance impact. Functional SSCs at many schools are contributing meaningfully to planning.

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.

2025–26, the total increase for Goal 4 is $24.0M or 9.2%. There is no significant change between the 2025–26 budgeted expenditures and the estimated actual expenditures for Goal 4. However, the material differences at the Goal Action level are as follows:

Action 4.5 – Net increase of $32.5M or 38.1% from the planned amount of $85,372,131 to the estimated actual amount of $117,871,759. This difference was primarily due to increases in extended learning and opportunities programming and expanded programming in summer school along with the timing of summer school expenditures between fiscal years.

Action 4.7 – Net decrease of -$1.7M or -10.2% from the planned amount of $16,514,054 to the estimated actual amount of $14,834,176. This decrease was mostly attributed to vacancy savings in the Physical Education and Health Department along with timing of athletic program expenditures for spring athletics and second semester student advisory programs which includes stipend payments of extended day units.

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

Action 4.1: Expand access to meaningful diploma pathways aligned with student interests (e.g., CCTE, VAPA, AP/IB, Ethnic Studies).
Effectiveness Evaluation: This action was partially effective.

According to mid-year data and feedback from high school site teams, efforts to expand course options and align graduation pathways with student interests are underway, including the implementation of new Ethnic Studies and CCTE offerings.

In spring of 2025, pathway completion rate for spotlight students increased by 0.2% from the baseline of 21.4%, for a minimal increase to 21.6%. In January of 2026, pathway completion rate for spotlight students increased by 12.5% from the baseline of 21.4%, for an increase to 33.9%. In April of 2026, for pathway completion, 31.3% of current 11th and 12th grade Spotlight students are on track to complete.

Progress Monitoring for dual enrollment occurred at the December 16 Joint Board Meeting with San Diego Community College District where data showed completion rate for spotlight students taking at least two or more community college courses earning a C or higher increased by 6% from the baseline of 7%, for an increase to 13%.

In April of 2026, progress monitoring for spotlight students showed:
Grade 10 (881 Spotlight students):
859 (97.5%) haven’t started CC courses yet
6 (0.7%) have completed one course
9 (1.0%) have completed two courses
7 (0.8%) have completed three or more

22 students (2.5%) have at least one CC course

Grade 11 (743 Spotlight students):
672 (90.4%) no courses yet
26 (3.5%) have completed one course (intervention targets)
28 (3.8%) have completed two courses
17 (2.3%) have completed three or more
71 students (9.6%) with at least one course

Grade 12 (559 Spotlight students):
480 (85.9%) no courses
8 (5.0%) completed one course (last chance for two before graduation)
4 (6.1%) completed two courses
17 (3.0%) completed three or more
79 students (14.1%) have at least one CC course

In February 2026, current Spotlight students show the greatest academic need, with 38.5% on track for A–G in the 25–26 cohort. Across all students ever identified as Spotlight, the on-track rate increases to 48.5%, reflecting improvement over time.

And in April 2026, data monitoring showed:
For overall A–G course completion, currently 65.1% of all students are on track.
Current Spotlight student shows the greatest academic need, with 23.4% on track for A–G in the 25–26 cohort.
Across all students ever identified as Spotlight, the on-track rate increases to 31.4%.
Students who were previously Spotlight but are not currently designated as such, 41.3% are on track for A–G.

While the data shows increases, awareness and equitable access to pathways vary by school, particularly for students from historically underserved groups and is still an area of growth. Stakeholder input shares in the concerns of awareness and access.

Action 4.2, 4.3: Financial Literacy. Effectiveness Evaluation: This action was effective.

Three schools offered two different financial literacy course offerings during the 25-26. Four more courses have been developed and submitted through the approval process, including options for students to earn honors credit for the 26-27 school year. Five more schools in addition to the five already offering will ensure the newly adopted courses are offered to students in the 26-27 school year.

During the 2025-2026, student completion and passing of a financial literacy course increased from 75 students in Fall 2025 to over 150 students in Spring 2026. 98% completion rate with a C or higher.

Action 4.4: Future Ready: Effectiveness Evaluation: This action was partially effective.

Data indicated an upward trend in graduation rates among targeted student groups, suggesting the redesigned diploma pathway is yielding positive results.
According to mid-year data and feedback from high school site teams, efforts to expand course options and align graduation pathways with student interests are underway, including the implementation of new Ethnic Studies and CCTE offerings.

In spring of 2025, pathway completion rate for spotlight students increased by 0.2% from the baseline of 21.4%, for a minimal increase to 21.6%. In January of 2026, pathway completion rate for spotlight students increased by 12.5% from the baseline of 21.4%, for an increase to 33.9%. In April of 2026, for pathway completion, 31.3% of current 11th and 12th grade Spotlight students are on track to complete.

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Students who were previously Spotlight but are not currently designated as such, 41.3% are on track for A–G.

While the data shows increases, awareness and equitable access to pathways vary by school, particularly for students from historically underserved groups and is still an area of growth. Stakeholder input shares in the concerns of awareness and access.

Action 4.5. and Action 4.6: Future Ready: Effectiveness Evaluation: This action was partially effective.

Foster youth continue to experience disproportionately high suspension rates, contributing to disrupted learning and reduced engagement. Early implementation of restorative practices, increased mental health supports, and trauma-informed training for staff are showing effectiveness with reduction in suspensions at pilot sites. However, districtwide trends show that suspension rates remain elevated, indicating a continued need for consistent implementation and culturally responsive disciplinary alternatives.
LTELs show persistent gaps in ELA and Math achievement, aligning with red dashboard indicators for academic progress. While focused supports, including designated ELD courses, targeted credit recovery, and A–G placement monitoring, have increased access to rigorous coursework the data still shows a need to intervene and support.

The D & F rate decreased by 1% from 12.5 to 11.7% in a year span.

Spotlight a-g completion rate increased by 1% from 32.4% to 33.7% in a year span.

Spotlight student completion of CTE pathway with a grade of C or higher increased 7.7% from 24.7% to 32.4%.

Overall UC A-G completion rate increased from 69.3% to 70.3%.

Garfield and ALBA have worked to implement credit recovery and data monitoring. Their efforts should show a slight increase in graduation- this data is still pending.

Action 4.7: Belonging and Connectedness: Effectiveness Evaluation: This action was partially effective.

Several high schools report increased participation among spotlight students (English Learners, Foster Youth, and Low-Income). Participation gaps persist for Foster Youth and students with disabilities, suggesting the need for more targeted outreach and inclusive programming. While progress is being made to engage spotlight students in school activities, athletics, and community-building, more efforts to expand leadership, athletic opportunities, and family communication is needed. To increase effectiveness, the district must continue to invest in data consistency, equity-driven outreach, and targeted program supports to ensure all students, particularly English Learners, Foster Youth, and low-income students, experience the full benefits of these initiatives.

The district's overall graduation rate increased by 2% from 88.3 to 90.2%. Significant increases were seen with African American students in which there was in increase of 6% from 80% to 86.7%. Gains were also made with the following student groups:

English Learner: 66.8% to 73.4%
Foster: 35.3% to 60.0%
Homeless: 74.5% to 78.0%
Economically Disadvantaged: 84.9% to 87.7%
Students with Disabilities: 67.7% to 73.9%

Action 4.8: Targeted Support. Effectiveness Evaluation: This action was partially effective.
The proportional allocation of LCFF funds aligns with the needs of high-priority subgroups.

In spring of 2025, pathway completion rate for spotlight students increased by 0.2% from the baseline of 21.4%, for a minimal increase to 21.6%. In January of 2026, pathway completion rate for spotlight students increased by 12.5% from the baseline of 21.4%, for an increase to 33.9%. In April of 2026, for pathway completion, 31.3% of current 11th and 12th grade Spotlight students are on track to complete.

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While the data shows increases, awareness and equitable access to pathways vary by school, particularly for students from historically underserved groups and is still an area of growth. Stakeholder input shares in the concerns of awareness and access.

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

Goal 4: Expanding College, Career, and Life Readiness

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

The 2026–27 updates are the result of ongoing reflection and meaningful engagement with educational partners, including input from LCAP surveys, community engagement sessions (such as the April 8, 2025 session), advisory group feedback, and California School Dashboard data. These insights revealed a need to more clearly connect student interest and identity to course-taking, while also expanding access to dual enrollment, CCTE pathways, and culturally responsive supports.

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

Action 4.1: Expand access to meaningful diploma pathways aligned with student interests (e.g., CCTE, VAPA, AP/IB, Ethnic Studies)
Adding more internship and work based learning opportunities into each of our high schools.

Action 4.2, 4.3: Financial Literacy
Four more courses have been developed and submitted through the approval process, including options for students to earn honors credit for the 26-27 school year. Five more schools in addition to the five already offering will ensure the newly adopted courses are offered to students in the 26-27 school year.

Action 4.4: Future Ready
Adding more internship and work based learning opportunities into each of our high schools.
Training counselors and teachers in the use of Xello for college and career exploration during the 26-27 school year.

Action 4.7: Belonging and Connectedness
Only one student survey will be given during the 26-27 school year.

Metrics retained:
Graduation Rate (M4.A), College/Career Indicator (M4.B), D & F Rate (M4.C), GPA (M4.D, M4.E), Attendance (M4.F), Early Assessment Program (M4.G, M4.H), Middle School Dropout Rate (M4.I), Advanced Placement Participation (M4.J), Advanced Placement Pass Rate (M4.K), UC a-g Completion (M4.L), High School Dropout Rate (M4.M), Career Technical Education (CTE) Course Sequence Completion (M4.N), and Cohort Graduates Completing UC/CSU a-g and CTE Sequence (M4.O).

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Meaningful Diploma (School Experience) *Required by CDE	1. By 2027, all high schools will offer customized diploma pathway options that align with students' interests. *Pathways will be prioritized at high-need schools with large populations of UDPs, including English learners and foster youth, to ensure equitable access to graduation-aligned options.	$73,330,257.00	Yes

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

Action #	Title	Description	Total Funds	Contributing
		8. Informational sessions focused on graduation requirements and post-secondary opportunities will be held in each cluster, both in-person and online, to support students and families in staying updated on students' progress and future plans. Sessions will be offered in multiple languages and formats, and will be promoted with focused outreach to families of foster youth, ELs, and low-income students. 9. – Professional Learning for Counselors (LREBG-Funded Action) Description: All secondary school counselors will engage in bi-monthly professional learning focused on college and career preparedness, graduation requirements, and post-secondary opportunities. Topics will include: -A common understanding of graduation requirements -Effective monitoring of student progress toward graduation and college/career preparedness -Culturally responsive support for Spotlight Students, English Learners, and students with disabilities *This action is supported by $10,217,724 in LREBG funds, which is used to fund 64.03 FTE secondary counselors across all middle and high schools. These counselors play a central role in integrating pupil supports to address barriers to learning through: -Academic counseling and graduation planning -Social-emotional learning and trauma-informed support -Referrals to mental health services and family supports -Coordination of before/after school programs and school meal access Research-Based Rationale:		

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

Action #	Title	Description	Total Funds	Contributing
		Adding more internship and work based learning opportunities into each of our high schools. Metrics for Monitoring: Graduation Rates (Metric M4.A) CCI Indicator (Metric M4.B) D & F Rate (Metric M4.C) GPA – Spotlight Students (Metric M4.D) UC a-g Completion Rate (Metric M4.i) Attendance (Middle & High) (Metric M4.F) Percentage of students enrolled in AP/IB, CCTE, Ethnic Studies, and college-level courses (M4.J/K/N) A–G completion rates (disaggregated) (M4.L) Percentage of spotlight students completing at least one CCTE pathway or two college courses (M4.B) LREBG Funding Amount: $10.2 million in LREBG funds support this action through counselor staffing, associated training, and pupil supports.		
4.2	Financial Literacy Guardrail	Financial Literacy: Financial Literacy courses were offered at least five high schools during the 2025-26 school year, an additional two high schools will be offer courses during the 2026-27 school year. All high schools by 2027-2028 school will offer a financial literacy course so we want to expand the amount of schools offering the course during the	See Action 4.3	No

Action #	Title	Description	Total Funds	Contributing
		2026-2027 school year so schools have time to onboard students, staff, and the community with this added graduation requirement. Four more courses have been developed and submitted through the approval process, including options for students to earn honors credit for the 26-27 school year. Five more schools in addition to the five already offering will ensure the newly adopted courses are offered to students in the 26-27 school year. This goal is also reflected in 4.3. METRICS: We will monitor the following internal metrics, as contributing factors towards M4.L, UC a-g Number of pilot schools implementing Financial Literacy courses Student enrollment in pilot courses (disaggregated by subgroup) Student self-assessment of financial knowledge and confidence Staff and student feedback to inform scaling and curriculum refinement		
4.3	Financial Literacy Guardrail	By 2030, 80% of students will be able to develop a budget/savings plan that will include identifying sources of income to help offset college and postsecondary expenses. These skills have been embedded into the financial literacy courses offered during the 2025-2026 school year as well as in the courses being offered in the 2026-2027 school year. As mentioned in 4.2, Financial Literacy courses were offered at least five high schools during the 2025-26 school year, an additional two high schools will be offer courses during the 2026-27 school year. All high schools by 2027-2028 school will offer a financial literacy course so we want to expand the amount of schools offering the course during the 2026-2027 school year so schools have time to onboard students, staff, and the community with this added graduation requirement.	$2,347,369.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Four more courses have been developed and submitted through the approval process, including options for students to earn honors credit for the 26-27 school year. Five more schools in addition to the five already offering will ensure the newly adopted courses are offered to students in the 26-27 school year. METRICS: We will monitor the following internal metrics, as contributing factors towards M4.L, UC a-g % of students able to demonstrate a basic savings/budget plan (via rubric or portfolio) Student surveys on confidence in managing college expenses Participation in financial literacy units or workshops Disaggregated data on financial planning knowledge acquisition		
4.4	Future Ready support for schools who have a RED indicator as identified by the California State Dashboard. *This is a required action in our LCAP. *See table at the end of this document for schools performance identified as RED in the 2023 CA School Dashboard and beyond.	*This action supports graduation improvement efforts for LTELs and is aligned with technical assistance work as part of the district's DA eligibility. *This action responds to student group and school performance identified as red in the 2023 023 California School Dashboard, including suspension (foster youth), academic progress (LTELs), and graduation (Garfield, ALBA) and based on the 2025 California School Dashboard, we have included suspension (foster youth), academic progress (LTELs), and graduation (Garfield, ALBA). The district will work directly with schools who have a red indicator on the California Dashboard for graduation rate with an intentional focus on Students with Disabilities to ensure students not only have access but are successful in courses aligned to their interests and passion and that lead to a high school diploma. (This action is related to the implementation work underway as part of technical assistance, focused on improving outcomes for Long-Term English Learners) *The diploma pathway is redesigned to support UDPs with increased access to credit recovery, alternative scheduling, and support counselors. Supports are prioritized at schools serving high proportions of foster youth and low-income students, tracked via graduation and A-G completion rates.	$33,222,818.00	No

Action #	Title	Description	Total Funds	Contributing
		-Communicating and educating students and families about high school courses, diploma and certificate pathways, and graduation- -Reviewing of student transcripts -Ensuring proper placement into a-g courses Providing support and interventions (i.e., tutoring, credit recovery, etc.). The district will also add more internship and work based learning opportunities into each of our high schools. And also, provide training to counselors and teachers in the use of Xello for college and career exploration during the 26-27 school year. METRIC: Graduation rate by student group (SWD, foster youth, ELs) (M4.A) A–G course enrollment and completion (disaggregated) (M4.L) Number of students completing credit recovery programs (M4.L) Family engagement in diploma pathway communication efforts Transcript audit completion rates at red-indicator sites (M4.A/L)		
4.5	Future Ready (academic performance)	*This action responds to student group and school performance identified as red in the 2023 California School Dashboard, including suspension (foster youth), academic progress (LTELs), and graduation (Garfield, ALBA). 1. By 2027, all high school students will be graduate college and career prepared. If we increase college and career preparedness through A-G completion, Early College Credits completion and CCTE Pathway completion then we will have more students graduate and be prepared for success the day after high school. 2. All middle and high schools will decrease the percentage of Ds and Fs earned during the academic year and increase the overall grade point	$119,511,102.00	Yes

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

Action #	Title	Description	Total Funds	Contributing
		counseling, FAFSA completion campaigns, and dual enrollment opportunities targeted for low-income and foster youth students. Participation rates and post-secondary enrollment outcomes are tracked. METRICS: D/F course rate (disaggregated by subgroup) (M4.D) Spotlight student A–G completion rate with a grade of C or better (M4.D) Spotlight student CCTE pathway completion with capstone grade of C or higher (M4.E) Percentage of spotlight students passing 2+ community college courses with a C or higher (M4.B) UC/CSU A–G completion rate (M4.L) College/Career Indicator (CCI) performance disaggregated by student group (M4.B) Student/family participation in informational sessions and remediation programs GPA improvement trends from quarter to semester to year-end (M4.D)		
4.6	Future Ready support for schools with a RED indicator for CCI as identified in the California State Dashboard *This is a required action in our LCAP.	**This action responds to student group and school performance identified as red in the 2023 California School Dashboard, including suspension (foster youth), academic progress (LTELs), and graduation (Garfield, ALBA) continuing on into dashboards beyond 2023. 1. Schools with a “Very Low” CCI indicator, as determined by the California state dashboard, will increase student enrollment and the completion of CCTE pathway courses and community college courses. Identified schools will intentionally increase enrollment and success of our spotlight and	$3,802,732.00	No

Action #	Title	Description	Total Funds	Contributing
	*See table at the end of this document for schools performance identified as RED in the 2023 CA School Dashboard and beyond.	unduplicated students in CCTE pathway completion and community college courses. METRIC: CCI Indicator performance at targeted “Very Low” schools (M4.B) Enrollment and completion in CCTE pathways (disaggregated) (M4.B/N) Enrollment and successful completion (C or better) of community college courses (disaggregated) (M4.B/N) Rate of spotlight student participation in these opportunities		
4.7	Belonging and Connectedness (school experience)	1. The Office of Graduation: Student Activities and the Equity and Belonging department will team up with the Council of ASB Presidents to get more students involved in school activities like clubs, sports events, dances, community service, internships, and more. a. Increase the number of spotlight students participating in school activities. 2. An electronic survey will be designed and administered to high school student athletes at the end of each season for every sport to assess how students feel about the season and how they feel the role sports play in their grades, attendance, and connection to their school and their school community. Increase the number of spotlight students participating in high school athletics. 3. Multiple communication systems will be developed so students and families can receive information from the district directly (i.e. graduation requirements, scholarship opportunities, surveys, etc.). 4. Increase middle school athletics participation to foster the connection between middle and high school. This connection will help students do better in middle school and attend school more often. Increase the number of spotlight students participating in high school athletics.	$15,245,832.00	Yes

Action #	Title	Description	Total Funds	Contributing
		METRICS: Participation rates in school activities, clubs, and dances (disaggregated by subgroup) (M4.A) Number and % of spotlight students involved in athletics (middle and high school) (M4.A) Results from athlete experience surveys (engagement, belonging, academic impact) (M4.A) Communication system usage analytics (reach, access, multilingual delivery) (M4.A)		
4.8	Targeted Intervention Support	1. All schools will receive additional services supported by a supplemental Local Control Funding Formula (LCFF) allocation proportionate to the number of English Learners (EL), Foster Youth (FY), and Low Income (LI) students. Each school will select the most appropriate supplemental interventions, classroom supports, and/or professional development supports and services to meet the specific needs of the EL, FY, and LI students. All schools will set goals, design plans for improvement, and provide multiple levels of support for all student groups identified in their Single School Plan for Student Achievement (SPSA). School Site Councils (SSC) will work with school instructional team members in consultation with the District Advisory Council for Compensatory Education (DAC), site advisory groups, including parents and community members, in SPSA development. METRICS: This action will be monitored through each sites SPSA and the School Site Councils (Schools with functional School Site Councils (SSCs)) School Site Plans for Student Achievement (SPSAs) with goals explicitly tied to EL, FY, and LI student needs (M4.A) School Site Council functionality and engagement (M4.A)	$48,947,795.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Use of supplemental funds for high-impact supports (monitored centrally) (M4.A) Progress monitoring reports submitted through SPSA implementation cycles (M4.A) Stakeholder input and feedback via DAC and advisory groups (M4.A)		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

San Diego Unified developed Goal 5: Equity, Access, and Targeted Support in response to the state-mandated Equity Multiplier initiative, which requires districts to provide intensified support to schools serving students furthest from educational justice. This goal reflects the district's ongoing commitment to educational equity and aligns with the Board of Education's Guardrails and the Student Outcomes Focused Governance (SOFG) model. Based on state designations and local needs assessments, this goal ensures that targeted schools receive the resources, services, and systemic supports necessary to improve student outcomes in attendance, academic achievement, graduation rates, and school climate. Through collaboration with site leaders, families, and community partners, this goal focuses on dismantling systemic barriers and creating inclusive learning environments where all students, especially those with disabilities, multilingual learners, and students experiencing poverty, can thrive.

The California School Dashboard for our Equity Multiplier schools indicates that it is a priority to address chronic absenteeism, suspensions, improving distance from standard (DFS) in English language arts and mathematics, and ensuring students not only graduate, but are prepared for college, career, and their desired future. All Equity Multiplier schools have included goals, metrics, and strategies within their School Plans for Student Achievement (SPSAs) to improve outcomes in each of these priority areas.

Across these Equity Multiplier schools, this Focus Goal is intended to address the student groups identified through the California School Dashboard as demonstrating the greatest need. Depending on the individual school's Dashboard results, these student groups include English Learners, Long-Term English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, Homeless students, Foster Youth, Hispanic and African American student groups identified at the Red performance level on one or more Dashboard indicators. The goal focuses on improving outcomes in Chronic Absenteeism, Suspension Rate, English Language Arts, Mathematics, Graduation Rate, College/Career Indicator, and English Learner Progress Indicator, based on each school's Dashboard results and locally identified needs.

For 2026-27 LCAP, San Diego Unified Schools identified are ALBA, Garfield High, Kearny College Connections, Kearny Digital Media & Design, Kearny Engineering Innovation & Design, Perkins K-8, Riley/New Dawn, TRACE, Twain High School, and Whittier K-12. This work is addressed in Goal 5.

School Name	Prior Year Non-Stability Rate
ALBA	0.9074
Garfield High	0.4773
Kearney College Connections	0.3073
Kearney Digital Media & Design	0.3254
Kearny Engineering Innovation and Design	0.3050
Perkins K-8	0.2642
Riley/New Dawn	0.4244
Trace	0.3060
Twain High	0.6071
Whittier K-12	0.2667

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

The following schools did not qualify for Equity Multiplier funding in the 2026-27 LCAP but generated EM funds in a prior year and will continue implementing approved plans using carryover balances in 2026-27. These funds will be used to continue site-specific supports aligned to the original Equity Multiplier purpose and school's identified need. The school sites listed below will continue to be reflected in the LCAP and listed in the actions below until EM plans have been fully implemented and all funds have been fully exhausted.

Fletcher Elementary (2025-26 LCAP - Prior Year Non-Stability Rate of 0.3604)
Kearny Biomedical Science and Technology (2024-25 LCAP - Prior Year Non-Stability Rate of 0.2570 and 2025-26 LCAP - Prior Year Non-Stability Rate of 0.2961)*
Washington Elementary (2024-25 LCAP - Prior Year Non-Stability Rate of 0.2650)

Kearny Biomedical Science and Technology, Kearny College Connections, Kearny Digital Media and Design, and Kearny Engineering Innovation and Design are actively working to engage the school communities to develop a comprehensive Equity Multiplier plan for each school site. As such, the implementation and spending related to EM funds has been delayed. Therefore, funding for those school sites will not be reflected in the actions below for the 2026-27 LCAP but will be recognized and updated during the LCAP Mid-Year Update in February 2027.

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

*Kearny Biomedical Science and Technology does have carryover EM funding; however, due to the delay in implementation noted above those funds will not be reflected in the actions below until the LCAP Mid-Year update in February 2027.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M5.A	Chronic Absenteeism	ALBA (SWD): 83.3% Fletcher (All, Home): 42.8%, 61.3% RILEY/New Dawn (All, SWD): 46.6%, 46.6% Washington (SWD): 55% Whittier (All, SWD): 50%, 50% Perkins K-8: N/A – no data (baseline) Garfield High: No CA Dashboard chronic absenteeism data Kearny College Connections: No CA Dashboard chronic absenteeism data Kearny Digital Media & Design: No CA Dashboard chronic absenteeism data Kearny Eng Innov & Design: No CA Dashboard chronic absenteeism data Kearny BST: No CA Dashboard chronic absenteeism data	ALBA (ALL, SED, HI): 72.2%, 70.6%, 71.4% Fletcher Elementary (ALL, SED, EL, SWD, HI, HOM): 34.8%, 40.4%, 25.7%, 47.1%, 36.1%, 65.9% Garfield High: No CA Dashboard chronic absenteeism data Perkins K-8 (ALL, SED, EL, SWD, HI, HOM): 54.0%, 55.6%, 63.3%, 54.5%, 52.4%, 66.9% Riley/New Dawn (ALL, SED, EL, SWD, HI, HOM): 59.6%, 60.9%, 58.3%, 59.6%, 70.8%, 75.0% Washington Elementary (ALL, SED, EL, SWD, HI, HOM): 44.0%, 48.2%, 41.6%,	ALBA (ALL, SED, SWD, HI): 82.6%, 81.0%, 100.0%, 78.6% Fletcher Elementary (ALL, SED, EL, SWD, HI, HOM): 26.3%, 27.2%, 10.7%, 42.4%, 26.0%, 52.5% Garfield High: No CA Dashboard chronic absenteeism data Perkins K-8 (ALL, SED, EL, SWD, HI, HOM): 48.2%, 49.9%, 51.8%, 53.2%, 48.7%, 60.0% Riley/New Dawn (ALL, SED, SWD, HI, HOM): 52.7%, 55.9%, 53.2%, 53.3%, 75.0% Washington Elementary (ALL, SED, EL, SWD, HI, HOM): 38.0%, 41.9%, 36.7%,	ALBA (SWD): 76% Fletcher (All, Home): 21.3%, 64.5% Garfield High: N/A Perkins K-8 (All): 43.2% Riley/New Dawn (All, SWD): 58.1%, 62.5% Washington (SWD): 58.8% Whittier (All, SWD): 48.5%, 46.5% Kearny College Connections: N/A Kearny Digital Media & Design: N/A Kearny Eng Innov & Design: N/A Kearny BST: N/A TRACE: N/A Twain High: N/A	ALBA (SWD): +16.7% Fletcher (All, Home): -16.5%, -8.8% Garfield High: N/A Perkins K-8: N/A Riley/New Dawn (All, SWD): +6.1%, +6.6% Washington (SWD): -9.7% Whittier (All, SWD): +2.0%, +2.0% Kearny College Connections: N/A Kearny Digital Media & Design: N/A Kearny Eng Innov & Design: N/A Kearny BST: N/A TRACE: N/A Twain High: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		TRACE: No CA Dashboard chronic absenteeism data Twain High: No CA Dashboard chronic absenteeism data (Source: CA Dashboard, 2023)	60.3%, 48.4%, 61.2% Whittier K-12 (ALL, SED, EL, SWD, HI): 50.0%, 50.0%, 33.3%, 50.0%, 57.1% Kearny College Connections: No CA Dashboard chronic absenteeism data Kearny Digital Media & Design: No CA Dashboard chronic absenteeism data Kearny Eng Innov & Design: No CA Dashboard chronic absenteeism data Kearny BST: No CA Dashboard chronic absenteeism data TRACE: No CA Dashboard chronic absenteeism data Twain High: No CA Dashboard chronic absenteeism data (Source: California School Dashboard, 2024)	45.3%, 43.8%, 54.5% Whittier K-12 (ALL, SED, EL, SWD, HI): 52.0%, 51.4%, 25.0%, 52.0%, 58.3% Kearny College Connections: No CA Dashboard chronic absenteeism data Kearny Digital Media & Design: No CA Dashboard chronic absenteeism data Kearny Eng Innov & Design: No CA Dashboard chronic absenteeism data Kearny BST: No CA Dashboard chronic absenteeism data TRACE: No CA Dashboard chronic absenteeism data Twain High: No CA Dashboard chronic absenteeism data (Source: California School Dashboard, 2025)		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M5.B	Suspension	ALBA (All): 24.2% Kearny Digital Media & Design (EL, His): 0.0%, 2.5% Kearney Biomedical Science & Technology (EL, HIS): 0.0% 2.1% Kearney College Connections (EL): 1.9% Riley/New Dawn (All): 20.8% Washington Elementary (ALL, SWD): 6.5%, 11.5% Fletcher Elementary: N/A – no data (baseline) Garfield High: N/A – no data (baseline) Perkins K-8: N/A – no data (baseline) Whittier K-12: N/A – no data (baseline) Kearny Eng Innov & Design: N/A – no data (baseline) TRACE: N/A – no data (baseline) Twain High: N/A – no data (baseline) (Source: CA Dashboard, 2023)	ALBA (ALL, SED, EL, SWD, HI, HOM): 21.4%, 25.0%, 28.6%, 30.0%, 23.3%, 30.8% Fletcher Elementary (ALL, SED, EL, SWD, HI, HOM): 1.5%, 2.0%, 5.3%, 2.9%, 2.2%, 3.9% Garfield High (ALL, SED, EL, SWD, HI, HOM): 0.6%, 0.6%, 2.5%, 4.4%, 0.3%, 0.0% Perkins K-8 (ALL, SED, EL, SWD, HI, HOM): 4.6%, 4.9%, 3.3%, 5.7%, 4.4%, 5.8% Riley/New Dawn (ALL, SED, EL, SWD, HI, HOM): 26.2%, 28.7%, 29.6%, 26.4%, 29.9%, 32.6% Washington Elementary (ALL, SED, EL, SWD, HI, HOM): 7.5%, 8.8%, 2.4%, 14.5%, 6.4%, 12.7%	ALBA (ALL, SED, EL, SWD, HI, HOM): 22.2%, 22.4%, 23.1%, 17.2%, 30.3%, 29.4% Fletcher Elementary (ALL, SED, EL, SWD, HI, HOM): 0.5%, 0.0%, 0.0%, 0.0%, 0.0%, 0.0% Garfield High (ALL, SED, EL, SWD, HI, HOM): 0.0%, 0.0%, 0.0%, 0.0%, 0.0%, 0.0% Perkins K-8 (ALL, SED, EL, SWD, HI, HOM): 4.1%, 4.3%, 2.3%, 4.3%, 3.4%, 5.2% Riley/New Dawn (ALL, SED, EL, SWD, HI, HOM): 23.9%, 25.0%, 14.3%, 24.4%, 25.5%, 33.3% Washington Elementary (ALL, SED, EL, SWD, HI, HOM): 4.2%, 5.1%, 3.2%, 10.9%, 3.8%, 5.1% Whittier K-12 (ALL, SED, EL, SWD,	ALBA (All): 20.5% Fletcher Elementary (All): 0.5% Garfield High (All): 0.0% Perkins K-8 (All): 3.1% Riley/New Dawn (All): 25.3% Washington Elementary (All, SWD): 6.6%, 8.5% Whittier K-12 (All): 3.4% Kearny College Connections (EL): 1.8% Kearny Digital Media & Design (EL): 1.6% Kearny Eng Innov & Design (All): 1.2% Kearny BST (EL): 1.7% TRACE (All): 0.2% Twain High (All): 0.5%	ALBA (All): -2.0% Fletcher Elementary: N/A Garfield High: N/A Perkins K-8: N/A Riley/New Dawn (All): +3.1% Washington Elementary (All, SWD): -2.3%, -0.6% Whittier K-12: N/A Kearny College Connections (EL): +0.8% Kearny Digital Media & Design (EL, His): 0.0%, -1.6% Kearny Eng Innov & Design: N/A Kearny BST (EL, His): 0.0%, -2.1% TRACE: N/A Twain High: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Whittier K-12 (ALL, SED, EL, SWD, HI): 5.4%, 5.6%, 0.0%, 5.4%, 4.7% Kearny College Connections (ALL, SED, EL, SWD, HI, HOM): 1.6%, 2.2%, 2.4%, 1.7%, 2.1%, 6.3% Kearny Digital Media & Design (ALL, SED, EL, SWD, HI, HOM): 1.6%, 1.8%, 2.1%, 2.4%, 1.9%, 0.0% Kearny Eng Innov & Design (ALL, SED, EL, SWD, HI, HOM): 1.6%, 2.4%, 3.0%, 3.0%, 1.9%, 0.0% Kearny BST (ALL, SED, EL, SWD, HI, HOM): 1.1%, 1.0%, 2.2%, 0.0%, 0.5%, 3.4% TRACE (ALL, SED, EL, SWD, HI, HOM): 0.2%, 0.0%, 0.0%, 0.2%, 0.0%, 0.0% Twain High (ALL, SED, EL, SWD, HI, HOM): 0.5%,	HI, HOM): 4.4%, 3.0%, 4.8%, 4.4%, 7.3%, 0.0% Kearny College Connections (ALL, SED, EL, SWD, HI, HOM): 0.8%, 1.1%, 2.7%, 0.0%, 1.5%, 3.8% Kearny Digital Media & Design (ALL, SED, EL, SWD, HI, HOM): 0.8%, 1.1%, 0.0%, 1.2%, 0.9%, 0.0% Kearny Eng Innov & Design (ALL, SED, EL, SWD, HI, HOM): 2.2%, 2.4%, 2.4%, 3.2%, 2.2%, 5.3% Kearny BST (ALL, SED, EL, SWD, HI, HOM): 0.0%, 0.0%, 0.0%, 0.0%, 0.0%, 0.0% TRACE (ALL, SED, EL, SWD, HI, HOM): 0.2%, 0.2%, 1.1%, 0.2%, 0.3%, 0.0% Twain High (ALL, SED, EL, SWD, HI, HOM): 1.1%, 1.3%, 0.8%, 3.2%, 1.4%, 0.0%		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			0.7%, 0.0%, 1.1%, 0.3%, 1.1% (Source: California School Dashboard, 2024)	(Source: California School Dashboard, 2025)		
M5.C	ELA Distance From Standard (DFS)	Fletcher (All): -75 Garfield High (All): -326.6 Riley/New Dawn (All): -153 Twain High (All, SED): -126.4, -142.3 Washington (All, SED, HIS): -41, -44.6, -49.9 Perkins K-8: N/A – no data (baseline) Whittier K-12: N/A – no data (baseline) Kearny College Connections: N/A – no data (baseline) Kearny Digital Media & Design: N/A – no data (baseline) Kearny Eng Innov & Design: N/A – no data (baseline) Kearny BST: N/A – no data (baseline) ALBA: No CA Dashboard ELA DFS data TRACE: No CA Dashboard ELA DFS data	ALBA: No CA Dashboard ELA DFS data Fletcher Elementary (ALL, SED, EL, SWD, HI, HOM): -75.9, -99.3, -99.6, -165.3, -86.4, -65.8 Garfield High (ALL, SED, EL, SWD, HI, HOM): -317.0, -316.1, -329.6, -333.0, -320.9, -333.0 Perkins K-8 (ALL, SED, EL, SWD, HI, HOM): -79.7, -84.8, -97.7, -114.0, -79.8, -97.8 Riley/New Dawn (ALL, SED, EL, SWD, HI, HOM): -153.1, -150.6, -181.2, -153.1, -175.8, -200.2 Washington Elementary (ALL, SED, EL, SWD, HI, HOM): -63.2, -	ALBA: No CA Dashboard ELA DFS data Fletcher Elementary (ALL, SED, HI, HOM): -31.5, -54.4, -86.4, -37.2 Garfield High (ALL, SED, HI): -170.5, -161.3, -150.8 Perkins K-8 (ALL, SED, EL, SWD, HI, HOM): -78.3, -81.3, -105.9, -108.7, -79.4, -124.0 Riley/New Dawn (ALL, SED, EL, SWD, HI, HOM): -184.9, -187.4, -242.0, -183.1, -229.3, -155.6 Washington Elementary (ALL, SED, EL, SWD, HI, HOM): -61.6, -67.0, -118.9, -126.7, -76.5, -74.8	ALBA: N/A Fletcher (All): -66.9 Garfield High (All): -155.5 Perkins K-8 (All): -63.3 Riley/New Dawn (All): -144.1 Washington (SED, HIS): -67.9, -66 Whittier K-12 (All): -171.2 Kearny College Connections (All): =75 Kearny Digital Media & Design (All): =51 Kearny Eng Innov & Design (All): =55 Kearny BST (All): =62 TRACE: N/A Twain High (All, SED): -79.7 (rec.), -137.4	ALBA: N/A Fletcher (All): +43.5 Garfield High (All): +156.1 Perkins K-8: N/A Riley/New Dawn (All): -31.9 Washington (All, SED, HIS): -20.6, -22.4, -26.6 Whittier K-12: N/A Kearny College Connections: N/A Kearny Digital Media & Design: N/A Kearny Eng Innov & Design: N/A Kearny BST: N/A TRACE: N/A Twain High (All, SED): +31.7, +36.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Source: CA Dashboard, 2023)	76.9, -94.7, -138.0, -75.0, -152.3 Whittier K-12 (ALL, SED, SWD, HI): -312.2, -305.8, -312.2, -300.7 Kearny College Connections (ALL, SED, EL, SWD, HI): 65.9, 62.2, -38.1, -75.9, 49.0 Kearny Digital Media & Design (ALL, SED, EL, SWD, HI): 52.0, 44.0, -7.6, -37.5, 63.9 Kearny Eng Innov & Design (ALL, SED, EL, HI): 61.5, 40.3, 23.0, 46.4 Kearny BST (ALL, SED, EL, SWD, HI): 49.4, 54.2, -53.7, -92.5, 28.2 TRACE: No CA Dashboard ELA DFS data Twain High (ALL, SED, HI): -120.6, -146.4, -146.4 (Source: California School Dashboard, 2024)	Whittier K-12 (ALL, SED, SWD, HI): -186.2, -183.0, -186.2, -223.3 Kearny College Connections (ALL, SED, EL, HI): 74.6, 64.6, -23.7, 63.5 Kearny Digital Media & Design (ALL, SED, EL, SWD, HI): 51.0, 38.8, -1.4, -47.4, 57.9 Kearny Eng Innov & Design (ALL, SED, EL, SWD, HI): 54.6, 22.4, -21.7, -40.0, 44.3 Kearny BST (ALL, SED, EL, HI): 61.5, 53.2, 9.0, 53.5 TRACE: No CA Dashboard ELA DFS data Twain High (ALL, SED, EL, HI, HOM): -94.7, -106.3, -129.5, -111.2, -128.8 (Source: California School Dashboard, 2025)		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M5.D	Math Distance From Standard (DFS)	Fletcher (SED): -108.9 Garfield High (All): -345.7 Kearny Digital Media & Design (All): -87.3 Kearny BST (HIS): -87.7 Riley/New Dawn (All): -168.2 Twain High (All, SWD): -246.2, -300.8 Washington (All): -86.2 Perkins K-8: N/A – no data (baseline) Whittier K-12: N/A – no data (baseline) Kearny College Connections: N/A – no data (baseline) Kearny Eng Innov & Design: N/A – no data (baseline) ALBA: No CA Dashboard Math DFS data TRACE: No CA Dashboard Math DFS data (Source: CA Dashboard, 2023)	ALBA: No CA Dashboard Math DFS data Fletcher Elementary (ALL, SED, EL, SWD, HI, HOM): -77.5, -106.5, -83.7, -188.4, -85.5, -32.9 Garfield High (ALL, SED, EL, SWD, HI, HOM): -344.3, -344.1, -348.0, -348.0, -345.9, -348.0 Perkins K-8 (ALL, SED, EL, SWD, HI, HOM): -99.0, -102.1, -108.8, -131.1, -103.1, -112.0 Riley/New Dawn (ALL, SED, EL, SWD, HI, HOM): -181.2, -179.8, -221.5, -181.2, -235.1, -190.1 Washington Elementary (ALL, SED, EL, SWD, HI, HOM): -98.5, -105.0, -110.3, -170.3, -104.5, -164.6 Whittier K-12 (ALL, SED, EL, SWD,	ALBA: No CA Dashboard Math DFS data Fletcher Elementary (ALL, SED, EL, SWD, HI): -28.4, -42.5, -23.2, -152.9, -32.9 Garfield High (ALL, SED, HI): -249.1, -241.8, -242.0 Perkins K-8 (ALL, SED, EL, SWD, HI, HOM): -77.1, -82.5, -86.7, -115.6, -77.2, -119.8 Riley/New Dawn (ALL, SED, EL, SWD, HI, HOM): -208.6, -212.2, -251.8, -206.8, -245.6, -202.3 Washington Elementary (ALL, SED, EL, SWD, HI, HOM): -77.3, -85.8, -118.2, -115.3, -80.2, -104.5 Whittier K-12 (ALL, SED, SWD): -263.0, -284.9, -263.0 Kearny College Connections (ALL, SED, EL, HI): -	ALBA: N/A Fletcher (SED): -97.5 Garfield High (All): -335.3 Perkins K-8 (All): -62.1 Riley/New Dawn (All): -172.2 Washington (All): -89.5 Whittier K-12 (All): -248.0 Kearny College Connections (All): -25.1 Kearny Digital Media & Design (All): -79.3 Kearny Eng Innov & Design (All): -20.6 Kearny BST (All): -51.0 TRACE: N/A Twain High (All): -210.6	ALBA: N/A Fletcher (SED): +66.4 Garfield High (All): +96.6 Perkins K-8: N/A Riley/New Dawn (All): -40.4 Washington (All): +8.9 Whittier K-12: N/A Kearny College Connections: N/A Kearny Digital Media & Design (All): +7.6 Kearny Eng Innov & Design: N/A Kearny BST (HIS): +12.0 TRACE: N/A Twain High (All, SWD): +31.0, N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			HI): -303.3, -297.7, -303.3, -303.3, -277.7 Kearny College Connections (ALL, SED, EL, SWD, HI): -36.7, -43.2, -81.7, -155.2, -63.7 Kearny Digital Media & Design (ALL, SED, EL, SWD, HI): -78.1, -88.3, -141.2, -146.0, -87.7 Kearny Eng Innov & Design (ALL, SED, EL, HI): -40.4, -59.3, -100.5, -57.8 Kearny BST (ALL, SED, EL, SWD, HI): -41.4, -50.8, -125.5, -182.2, -75.3 TRACE: No CA Dashboard Math DFS data Twain High (ALL, SED, HI): -219.6, -239.1, -241.6 (Source: California School Dashboard, 2024)	40.1, -47.9, -108.6, -46.5 Kearny Digital Media & Design (ALL, SED, EL, SWD, HI): -79.7, -98.2, -89.1, -161.5, -67.0 Kearny Eng Innov & Design (ALL, SED, EL, SWD, HI): -35.6, -72.0, -89.8, -143.9, -54.3 Kearny BST (ALL, SED, EL, HI): -66.0, -75.3, -129.4, -75.7 TRACE: No CA Dashboard Math DFS data Twain High (ALL, SED, EL, HI, HOM): -215.2, -227.6, -236.3, -219.5, -227.0 (Source: California School Dashboard, 2025)		
M5.E	Graduation Rate	Garfield High (All): 58.5%	Garfield High (ALL, SED, EL, SWD,	Garfield High (ALL, SED, EL, SWD,	Garfield High (All): 29.2%	Garfield High (All): -10.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Kearny College Connections (All, HIS, SWD): 91.4%, 84.4%, 57.1% TRACE (All): 0% Twain High (All): 72.3% Kearny Digital Media & Design: N/A – no data (baseline) Kearny Eng Innov & Design: N/A – no data (baseline) Kearny BST: N/A – no data (baseline) Riley/New Dawn: N/A – no data (baseline) Whittier K-12: N/A – no data (baseline) (Source: CA Dashboard, 2023)	HI, HOM): 26.2%, 26.6%, 25.5%, 21.1%, 27.5%, 26.2% Riley/New Dawn (ALL, SED, SWD, HI): 42.9%, 29.4%, 42.9%, 27.3% Kearny College Connections (ALL, SED, SWD, HI): 96.4%, 97.2%, 100.0%, 97.2% Kearny Digital Media & Design (ALL, SED, EL, SWD, HI): 94.8%, 95.5%, 91.7%, 84.6%, 92.3% Kearny Eng Innov & Design (ALL, SED, HI): 96.6%, 94.7%, 100.0% Kearny BST (ALL, SED, SWD, HI): 96.8%, 97.6%, 85.7%, 95.6% TRACE (ALL, SED, EL, SWD, HI): 0.0%, 0.0%, 0.0%, 0.0%, 0.0% Twain High (ALL, SED, EL, SWD, HI, HOM): 50.7%, 50.2%, 34.5%,	HI, HOM): 47.9%, 47.3%, 37.5%, 38.5%, 45.8%, 41.2% Riley/New Dawn (ALL, SED, SWD, HI): 50.0%, 53.3%, 50.0%, 45.5% Kearny College Connections (ALL, SED, EL, SWD, HI): 95.7%, 96.1%, 88.9%, 66.7%, 96.1% Kearny Digital Media & Design (ALL, SED, EL, SWD, HI, HOM): 97.5%, 98.6%, 90.9%, 95.0%, 95.7%, 91.7% Kearny Eng Innov & Design (ALL, SED, EL, HI): 95.2%, 94.1%, 83.3%, 97.4% Kearny BST (ALL, SED, EL, HI): 96.9%, 96.5%, 95.0%, 97.4% TRACE (ALL, SED, EL, SWD, HI, HOM): 0.0%, 0.0%, 0.0%, 0.0%, 0.0%, 0.0%	Riley/New Dawn (All): 53.0% Kearny College Connections (All): =96% Kearny Digital Media & Design (All): =97% Kearny Eng Innov & Design (All): =95% Kearny BST (All): =97% TRACE (All): 3% Twain High (All): 53.7% Whittier K-12: N/A	Riley/New Dawn: N/A Kearny College Connections (All, HIS, SWD): +4.3%, +11.7%, +9.6% Kearny Digital Media & Design: N/A Kearny Eng Innov & Design: N/A Kearny BST: N/A TRACE (All): 0.0% Twain High (All): -11.1% Whittier K-12: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			45.9%, 53.9%, 54.5% Whittier K-12: No CA Dashboard graduation rate data (Source: California School Dashboard, 2024)	Twain High (ALL, SED, EL, SWD, HI, HOM): 61.2%, 59.4%, 60.9%, 58.0%, 63.9%, 57.4% Whittier K-12: No CA Dashboard graduation rate data (Source: California School Dashboard, 2025)		
M5.F	CCI	Garfield High (All): 7.3% TRACE (All): 0% Twain High (All): 5.6% Kearny College Connections: N/A – no data (baseline) Kearny Digital Media & Design: N/A – no data (baseline) Kearny Eng Innov & Design: N/A – no data (baseline) Kearny BST: N/A – no data (baseline) Riley/New Dawn: N/A – no data (baseline) (Source: CA Dashboard, 2024) No performance levels in 2023	Garfield High (ALL, SED, EL, SWD, HI, HOM): 9.4%, 9.1%, 7.8%, 5.6%, 9.5%, 9.8% Riley/New Dawn (ALL, SED, SWD, HI): 4.8%, 0.0%, 4.8%, 0.0% Kearny College Connections (ALL, SED, SWD, HI): 78.6%, 78.9%, 36.4%, 69.4% Kearny Digital Media & Design (ALL, SED, EL, SWD, HI): 74.0%, 77.6%, 66.7%, 53.8%, 69.2% Kearny Eng Innov & Design (ALL,	Garfield High (ALL, SED, EL, SWD, HI, HOM): 21.1%, 20.5%, 14.3%, 0.0%, 19.2%, 19.4% Riley/New Dawn (ALL, SED, SWD): 4.8%, 7.1%, 4.8% Kearny College Connections (ALL, SED, EL, SWD, HI): 76.3%, 73.7%, 55.6%, 25.0%, 72.5% Kearny Digital Media & Design (ALL, SED, SWD, HI, HOM): 85.0%, 87.1%, 65.0%, 88.9%, 66.7%	Garfield High (All): 32.2% Riley/New Dawn (All): 10.0% Kearny College Connections (All): 81.3% Kearny Digital Media & Design (All): =88% Kearny Eng Innov & Design (All): 76.0% Kearny BST (All): 74.2% TRACE (All): 6% Twain High (All): 56.7%	Garfield High (All): +13.8% Riley/New Dawn: N/A Kearny College Connections: N/A Kearny Digital Media & Design: N/A Kearny Eng Innov & Design: N/A Kearny BST: N/A TRACE (All): 0.0% Twain High (All): +5.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SED, HI): 75.9%, 71.1%, 61.1% Kearny BST (ALL, SED, SWD, HI): 83.0%, 81.7%, 50.0%, 75.6% TRACE (ALL, SED, EL, SWD, HI): 0.0%, 0.0%, 0.0%, 0.0%, 0.0% Twain High (ALL, SED, EL, SWD, HI, HOM): 7.2%, 6.8%, 1.2%, 1.7%, 7.8%, 4.6% (Source: California School Dashboard, 2024)	Kearny Eng Innov & Design (ALL, SED, EL, HI): 71.0%, 70.6%, 50.0%, 68.4% Kearny BST (ALL, SED, EL, HI): 69.2%, 68.4%, 45.0%, 59.0% TRACE (ALL, SED, EL, SWD, HI, HOM): 0.0%, 0.0%, 0.0%, 0.0%, 0.0%, 0.0% Twain High (ALL, SED, EL, SWD, HI, HOM): 10.9%, 9.1%, 5.7%, 2.0%, 7.3%, 9.0% (Source: California School Dashboard, 2025)		
M5.G	English Learner Progress	Garfield High (EL, LTEL): 38.9%, N/A TRACE (EL, LTEL): 43.8%, N/A Twain High (EL): 30.3% Fletcher Elementary: N/A – no data (baseline) Perkins K-8: N/A – no data (baseline) Riley/New Dawn: N/A – no data (baseline)	ALBA: No CA Dashboard ELPI data Fletcher Elementary (EL): 26.3% Garfield High (EL, LTEL): 27.7%, 28.9% Perkins K-8 (EL, LTEL): 36.6%, 57.1%	ALBA: No CA Dashboard ELPI data Fletcher Elementary (EL): 53.3% Garfield High (EL, LTEL): 41.3%, 40.5% Perkins K-8 (EL, LTEL): 33.7%, 64.3%	ALBA: N/A Fletcher Elementary (EL): 56.3% Garfield High (EL, LTEL): 33.7%, 34.9% Perkins K-8 (EL): 36.7% Riley/New Dawn: N/A	ALBA: N/A Fletcher Elementary: N/A Garfield High (EL, LTEL): +2.4%, N/A Perkins K-8: N/A Riley/New Dawn: N/A Washington Elementary: N/A Whittier K-12: N/A Kearny College Connections: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Washington Elementary: N/A – no data (baseline) Kearny College Connections: N/A – no data (baseline) Kearny Digital Media & Design: N/A – no data (baseline) Kearny Eng Innov & Design: N/A – no data (baseline) Kearny BST: N/A – no data (baseline) ALBA: No CA Dashboard ELPI data Whittier K-12: No CA Dashboard ELPI data (Source: CA Dashboard, 2023)	Riley/New Dawn (EL): 46.2% Washington Elementary (EL): 50.0% Whittier K-12: No CA Dashboard ELPI data Kearny College Connections (EL, LTEL): 31.8%, 36.4% Kearny Digital Media & Design (EL): 61.1% Kearny Eng Innov & Design (EL): 43.8% Kearny BST (EL, LTEL): 52.2%, 58.3% TRACE (EL, LTEL): 31.8%, 33.9% Twain High (EL, LTEL): 40.3%, 45.8% (Source: California School Dashboard, 2024)	Riley/New Dawn: No CA Dashboard ELPI data Washington Elementary (EL): 41.0% Whittier K-12: No CA Dashboard ELPI data Kearny College Connections (EL): 63.2% Kearny Digital Media & Design (EL): 28.6% Kearny Eng Innov & Design (EL): 59.1% Kearny BST (EL): 42.9% TRACE (EL, LTEL): 43.4%, 47.9% Twain High (EL, LTEL): 48.6%, 50.4% Twain High (EL, LTEL): 42.9%, 44.9% (Source: California School Dashboard, 2025)	Washington Elementary (EL): 44.0% Whittier K-12: N/A Kearny College Connections (EL): 66.2% Kearny Digital Media & Design (EL): 31.6% Kearny Eng Innov & Design (EL): 62.1% Kearny BST (EL): 45.9% TRACE (EL, LTEL): 37.8%, 39.9% Twain High (EL): 45.9%	Kearny Digital Media & Design: N/A Kearny Eng Innov & Design: N/A Kearny BST: N/A TRACE (EL, LTEL): -0.4%, N/A Twain High (EL): +12.6%

Goal Analysis [2025-26]

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

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

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

The onboarding of EM schools to this goal and to the actions delineated have been an ongoing process. Sites are becoming more aware of their data as it pertains to student outcomes with chronic absenteeism, suspensions, DFS for both English and Math, college and career readiness. The EM schools will continue to participate in quarterly data collaboration meetings to not only review and monitor data but also to share and discuss best practices.

Kearny Biomedical Science and Technology, Kearny College Connections, Kearny Digital Media and Design, and Kearny Engineering Innovation and Design are actively working to engage the school communities to develop a comprehensive Equity Multiplier plan for each school site. As such, the implementation and spending related to EM funds has been delayed. Therefore, 2025–26 funding and related carryover for those school sites will not be reflected in the Annual Update Table of the current LCAP but will be recognized and updated during the LCAP Mid-Year Update in February 2027. The material differences between the 2025–26 budgeted expenditures and the estimated actual expenditures are noted below for Action 5.2.

ALBA, Garfield High, and Twain High worked to engage their school community in developing their SPSA goals to align with student outcomes with chronic absenteeism, suspensions, DFS for both English and Math, college and career readiness. These three sites have made progress in their implementation with credit recovery efforts, increasing CTE pathway offerings, and working to support students and families to be both college and career prepared. TRACE has also made progress with CTE pathway offerings, and workability offerings. Like all schools, Riley/New Dawn and Whittier worked to ensure students feel welcomed and connected to their school community by providing tiered and differentiated academic and SEL intervention supports and ongoing teacher support and training on evidence based student and family engagement strategies. Perkins K-8 is a new EM school and was onboarded this year. Efforts are being made on the implementation plan with Perkins K-8 and this site has also worked to respond to data with English and Math.

ALBA, Garfield, Twain, TRACE, Riley/New Dawn, Whittier, and Perkins all have implemented the following actions and progress is being made and will continue:

Action 5.1 Chronic Absenteeism: Provide tiered and differentiated academic and SEL intervention supports and ongoing teacher support and training on evidence based student and family engagement strategies. Continue working as site based attendance teams where attendance data was reviewed and monitored. And participate in tiered levels of supports such as re-engagement activities and PBIS in varying degrees.

Effectiveness Evaluation: This action was somewhat implemented.

Based on recent chronic absenteeism outcomes, Fletcher Elementary and Washington demonstrated notable progress in reducing chronic absenteeism from the baseline year to Year 2. At Fletcher Elementary, chronic absenteeism decreased by 16.5 percentage points for the All Students group and by 8.8 percentage points for the Homeless student group. Washington also showed improvement, with chronic absenteeism decreasing by 9.7 percentage points for Students with Disabilities (SWD).

In contrast, Riley/New Dawn and Whittier experienced increases in chronic absenteeism during the same period. At Riley/New Dawn, chronic absenteeism increased by 6.1 percentage points for the All Students group and by 6.6 percentage points for Students with Disabilities. Similarly, Whittier reported a 2.0 percentage point increase in chronic absenteeism for both the All Students and Students with Disabilities groups.

Action 5.2 Suspension Prevention and Behavior Support at EM Schools: During the 25-26 school year, we implemented restorative practices, including community circles and peer mediation and worked to provide alternative-to-suspension programs that provided structured, supervised opportunities for reflection and growth. The schools will continue to implement and strengthen family circles and culturally responsive engagement events to build trust and improve communication between home and school. And professional learning on conflict resolution, implicit bias, and de-escalation techniques will continue.

Effectiveness Evaluation: This action was somewhat implemented.

Action 5.3 Improve ELA DFS for EM Schools: During the 25-26 school year, we implemented some of the following evidence-based practices in order to support improving students' performance on California's English Language Arts assessment demonstrated through an increase in their DFS:
High-dosage tutoring during, before, and after school to support students in reaching grade-level proficiency.
Professional development for teachers and instructional staff on strategies such as Guided Language Acquisition Design (GLAD) and Universal Design for Learning (UDL) to strengthen differentiated instruction, particularly for English Learners and students with disabilities.
The schools will continue to implement and strengthen their implementation of evidence based practices.

Effectiveness Evaluation: This action was somewhat implemented.

Action 5.4 Improve DFS in Math for EM Schools: During the 25-26 school year, we implemented some of the following evidence-based practices in order to support improving students' performance on California's Mathematics assessment demonstrated through an increase in their DFS:
High-dosage tutoring during, before, and after school to support students in reaching grade-level proficiency.
Professional development for teachers and instructional staff on strategies such as Guided Language Acquisition Design (GLAD) and Universal Design for Learning (UDL) to strengthen differentiated instruction, particularly for English Learners and students with disabilities.The schools will continue to implement and strengthen their implementation of evidence based practices.

Effectiveness Evaluation: This action was somewhat implemented.

Action 5.5 Graduation and College/Career Readiness Support at EM Schools: During the 25-26 school year, we increased access to postsecondary readiness supports at Garfield, TRACE, and Twain including:
A–G counseling and monitoring
Credit recovery and online learning options
CTE and dual enrollment expansion
More concerted effort will focus on FAFSA and college application workshops
The schools will continue to implement and strengthen their implementation of evidence based practices.

Effectiveness Evaluation: This action was somewhat implemented.

Action 5.6 LTEL and EL Progress Acceleration at EM Schools: During the 25-26 school year, we provided professional development for teachers around daily designated and integrated ELD, and GLAD training at Garfield, Twain, and Trace. The effort focused on LTEL case management and progress monitoring.
The schools will continue to implement and strengthen their implementation of evidence based practices.

Effectiveness Evaluation: This action was somewhat implemented.

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.

2025–26, the total decrease for Goal 5 is -$0.6M or -25.6%. There is significant change between the 2025–26 budgeted expenditures and the estimated actual expenditures for Goal 5 mostly attributed to delayed implementation of specific school site plans related to equity multiplier funding. The material differences at the Goal Action level are as follows:

Action 5.1 – Net decrease of -$17.4K or -17.2% from the planned amount of $100,935 to the estimated actual amount of $83,590. This difference was primarily due to salary and benefits being lower than average for the administrator responsible for supporting equity multiplier related work.

Action 5.2 – Net decrease of -$0.6M or -85.9% from the planned amount of $666,834 to the estimated actual amount of $93,993. This decrease was mostly due to delayed implementation of school site plans related to equity multiplier funding.

Action 5.3 – Net decrease of -$19.9K or -32.4% from the planned amount of $61,389 to the estimated actual amount of $41,488. This difference was primarily due to salary and benefits being lower than average for the school counselor supporting equity multiplier related work.

Action 5.4 – Net decrease of -$14.9K or -11.1% from the planned amount of $133,882 to the estimated actual amount of $119,002. This difference was primarily due to salary and benefits being lower than average for the administrator responsible for supporting equity multiplier related work.

Action 5.6 – Net increase of $92.2K or 17.0% from the planned amount of $543,487 to the estimated actual amount of $635,657. This difference was primarily due to salary and benefits being above the average cost for the resource teachers responsible for supporting equity multiplier related work.

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

Overall, Goal 5 actions were partially effective in making progress toward improved outcomes at Equity Multiplier schools. Results varied by school, student group, and outcome area. Some schools demonstrated measurable improvement in attendance, suspension rates, English Language Arts, mathematics, college and career readiness, and English learner progress. However, other schools experienced worsening outcomes or continued to show substantial gaps. These mixed results indicate a need for continued differentiated support, more consistent implementation monitoring, and regular review of disaggregated data.

Effectiveness was measured using the Goal 5 outcome measures: M5.A Chronic Absenteeism; M5.B Suspension Rate; M5.C English Language Arts Distance From Standard; M5.D Mathematics Distance From Standard; M5.E Graduation Rate; M5.F College/Career Indicator; and M5.G English Learner Progress. For each action, the district reviewed California School Dashboard baseline and Year 2 results by school and student group. An action was determined to be partially effective when results showed improvement for one or more identified schools or student groups but did not show consistent improvement across all applicable schools and student groups. Where comparable baseline data were unavailable, the district did not make a baseline-to-Year 2 effectiveness determination.

Because some schools and student groups did not have California School Dashboard baseline data for every metric, the district cannot determine baseline-to-current effectiveness for all sites and student groups. In these cases, the district will use available California School Dashboard data and local measures, including attendance, discipline, credit accrual, graduation, course completion, intervention participation, and student-group progress data, to monitor implementation and adjust support.

Action 5.1: Chronic Absenteeism Support at Equity Multiplier Schools (M5.A: Chronic Absenteeism)
Effectiveness Evaluation: This action was partially effective.

Chronic absenteeism outcomes were mixed across schools served through this action. Fletcher Elementary demonstrated meaningful improvement, with chronic absenteeism decreasing by 16.5 percentage points for All Students and 8.8 percentage points for students experiencing homelessness from baseline to Year 2. Washington Elementary also improved, with chronic absenteeism decreasing by 9.7 percentage points for Students with Disabilities.

In contrast, Riley/New Dawn experienced increases of 6.1 percentage points for All Students and 6.6 percentage points for Students with Disabilities. Whittier K–12 experienced increases of 2.0 percentage points for both All Students and Students with Disabilities.

Kearny does not have any student groups in the red on the California Dashboard and therefore implementation has been delayed to thoroughly engage education partners and identify were the need is through thoughtful and intentional engagement across all Kearny campuses. Effectiveness Evaluation: Not applicable as they are still in initial implementation.

These results indicate that site-based attendance teams, family outreach, re-engagement activities, PBIS, and tiered academic and social-emotional supports contributed to improvement at some schools, but were not yet implemented consistently or intensively enough to improve outcomes at all sites. The district will continue to strengthen site-specific attendance plans and monitor chronic absenteeism by student group.

Action 5.2: Suspension Prevention and Behavior Support at Equity Multiplier Schools (M5.B: Suspension Rate)
Effectiveness Evaluation: This action was partially effective.

Suspension outcomes demonstrated improvement at ALBA and Washington Elementary. ALBA reduced its suspension rate for All Students by 2.0 percentage points from baseline; however, Hispanic students remain in the red as suspension rates went up 7%. Washington Elementary reduced its suspension rate by 2.3 percentage points for All Students and by 0.6 percentage points for Students with Disabilities.

Riley/New Dawn experienced a 3.1 percentage point increase in its suspension rate for All Students from baseline to Year 2. However, improved suspension rate for Hispanic students by 4.4%. Garfield High and Twain High had no comparable baseline data for this measure; however, their Year 2 suspension rates were 0.0 percent and 0.5 percent, respectively.

Kearny does not have any student groups in the red on the California Dashboard and therefore implementation has been delayed to thoroughly engage education partners and identify were the need is through thoughtful and intentional engagement across all Kearny campuses. Effectiveness Evaluation: Not applicable as they are still in initial implementation.

The results indicate that restorative practices, alternative-to-suspension programming, family circles, culturally responsive engagement, and staff professional learning supported improvement at some sites. However, outcomes were not consistent across all schools. The district will continue to monitor discipline data by race/ethnicity, English learner status, disability status, and homelessness status, while providing targeted coaching and implementation support at sites with elevated or worsening suspension rates.

Action 5.3: Improve ELA Distance From Standard for Equity Multiplier Schools (M5.C: ELA Distance From Standard)
Effectiveness Evaluation: This action was partially effective.

ELA Distance From Standard results demonstrate meaningful improvement at Fletcher Elementary and Twain High. Fletcher Elementary improved by 43.5 points for All Students from baseline to Year 2. Twain High improved by 31.7 points for All Students and by 36.0 points for socioeconomically disadvantaged students.

Riley/New Dawn declined by 31.9 points for All Students from baseline to Year 2. Hispanic students declined 53.5% in ELA Distance From Standard for Riley/New Dawn. African American students are in the red so this is an area for Riley/New Dawn to pay attention to during. Washington Elementary also experienced declines in ELA Distance From Standard, including declines of 20.6 points for All Students, 22.4 points for socioeconomically disadvantaged students, and 26.6 points for Hispanic students.Perkins K8 increased 16.4 points for or All Students. Perkins K-8 has a change of 0.4% in ELA Distance From Standard for Hispanic students.

Kearny does not have any student groups in the red on the California Dashboard and therefore implementation has been delayed to thoroughly engage education partners and identify were the need is through thoughtful and intentional engagement across all Kearny campuses. Effectiveness Evaluation: Not applicable as they are still in initial implementation.

These outcomes suggest that tutoring, professional learning, differentiated instruction, and instructional collaboration supported improvement at some sites but did not yet result in consistent gains across all schools and student groups. The district will continue targeted ELA instructional coaching, GLAD and UDL professional learning, intervention planning, and subgroup data reviews, particularly at schools with declining outcomes.

Action 5.4: Improve Math Distance From Standard for Equity Multiplier Schools (M5.D: Math Distance From Standard)
Effectiveness Evaluation: This action was partially effective.

Math Distance From Standard results show meaningful improvement at several schools. Fletcher Elementary improved by 66.4 points for socioeconomically disadvantaged students. Garfield High improved by 96.6 points for All Students. Washington Elementary improved by 8.9 points for All Students. Perkins K8 increased 36.9 points for or All Students.

In contrast, Riley/New Dawn declined by 40.4 points for All Students from baseline to Year 2. Hispanic students declined 10.5% in Math Distance From Standard for Riley/New Dawn. Despite improvement at several schools, substantial mathematics gaps remain across multiple student groups.

Kearny does not have any student groups in the red on the California Dashboard and therefore implementation has been delayed to thoroughly engage education partners and identify were the need is through thoughtful and intentional engagement across all Kearny campuses. Effectiveness Evaluation: Not applicable as they are still in initial implementation.

These results indicate that tutoring, professional learning, instructional materials, math curriculum implementation, and Professional Learning Community cycles contributed to improvement at some schools. The action was not yet consistently effective across all sites. The district will continue to provide targeted mathematics coaching, instructional support, tutoring, and subgroup data analysis, with additional focus on Riley/New Dawn and other schools where outcomes remain substantially below standard.

Action 5.5: Graduation and College/Career Readiness Support at Equity Multiplier Schools (M5.E: Graduation Rate; M5.F: College/Career Indicator)
Effectiveness Evaluation: This action was partially effective.

College and Career Indicator results improved at Garfield High and Twain High. Garfield High increased its College and Career Indicator by 13.8 percentage points from baseline to Year 2. Twain High increased by 5.3 percentage points. These gains suggest that postsecondary readiness supports, including career technical education pathways, credit recovery, A–G monitoring, dual enrollment, and college and career advising, supported improved college and career readiness for some students.

Graduation outcomes, however, declined at Garfield High and Twain High. Garfield High's graduation rate decreased by 10.6 percentage points from baseline to Year 2 for all students. Hispanic student graduation rate declined by 18.3%. Twain High's graduation rate decreased by 11.1 percentage points. Hispanic student graduation rate increased by 10% and CCI indicator declined by 0.5% for Twain. TRACE remained at zero percent for graduation rate and at zero percent for the College and Career Indicator from baseline to Year 2. TRACE remained at zero percent for graduation rate and at zero percent for the College and Career Indicator from baseline to Year 2 for Hispanic, Students with Disabilities, and Socioeconomically Disadvantaged.

Kearny does not have any student groups in the red on the California Dashboard and therefore implementation has been delayed to thoroughly engage education partners and identify were the need is through thoughtful and intentional engagement across all Kearny campuses. Effectiveness Evaluation: Not applicable as they are still in initial implementation.

The action was more effective in improving aspects of college and career readiness than in improving graduation outcomes. The district will strengthen early-warning systems, individualized graduation plans, credit accrual monitoring, credit recovery, A–G counseling, FAFSA completion support, and family outreach for students who are off track to graduate. TRACE will require intensified, site-specific review and monitoring because outcomes have not yet demonstrated measurable improvement.

Action 5.6: LTEL and English Learner Progress Acceleration at Equity Multiplier Schools (M5.G: English Learner Progress)
Effectiveness Evaluation: This action was partially effective.

English Learner Progress outcomes improved at Garfield High and Twain High. Garfield High increased English Learner Progress by 2.4 percentage points from baseline to Year 2. Twain High increased English Learner Progress by 12.6 percentage points from baseline to Year 2. TRACE experienced a slight decline of 0.4 percentage points for English Learners. Perkins K8 decreased English Learner Progress by 3.1 percentage points from baseline to Year 2.

Kearny does not have any student groups in the red on the California Dashboard and therefore implementation has been delayed to thoroughly engage education partners and identify were the need is through thoughtful and intentional engagement across all Kearny campuses. Effectiveness Evaluation: Not applicable as they are still in initial implementation.

Baseline data for Long-Term English Learners were not available at all sites; therefore, the district cannot determine baseline-to-current effectiveness for LTELs at every school. Available results indicate that daily designated and integrated English Language Development, GLAD professional learning, LTEL case management, and progress monitoring may be contributing to improved outcomes at some sites.

The action was partially effective because outcomes improved at Garfield High and Twain High but did not improve at TRACE. The district will continue to strengthen designated and integrated ELD, LTEL case management, teacher professional learning, family engagement, and site-level monitoring of English learner and LTEL progress.

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.

Based on the mixed effectiveness findings for Goal 5, the district will strengthen implementation monitoring and differentiated site support during 2026–27. Equity Multiplier schools will participate in quarterly data collaboration meetings to analyze outcomes, identify student group disparities, monitor implementation of site strategies, and share effective practices.

For chronic absenteeism, the district will strengthen attendance plans and re-engagement supports at schools with worsening results, including Riley/New Dawn and Whittier K–12. For suspension prevention, the district will provide additional coaching and disaggregated discipline data review at Riley/New Dawn and other sites with elevated suspension rates. For English language arts and mathematics, schools with declining Distance from Standard results will receive more targeted instructional support, intervention monitoring, and Professional Learning Community cycles. For graduation and college/career readiness, Garfield High, Twain High, and TRACE will strengthen credit accrual monitoring, credit recovery, A–G counseling, FAFSA completion support, and individualized graduation plans. For English learner progress, Garfield High, Twain High, and TRACE will continue designated and integrated English Language Development (ELD), GLAD professional learning, Long-Term English Learner (LTEL) case management, and student progress monitoring.

Metrics

Metrics retained: Chronic Absenteeism, Suspension Rate, English Language Arts Distance from Standard, Mathematics Distance from Standard, Graduation Rate, College/Career Indicator, and English Learner Progress Indicator.

No Goal 5 metrics were added or removed for the 2026–27 LCAP. Existing metrics will continue to be used to monitor implementation and outcomes, with continued emphasis on site-level data review, student group analysis, and continuous improvement at Equity Multiplier schools.

Some schools that generated Equity Multiplier funds in a prior year will continue implementing approved plans using carryover funds in 2026–27. These funds will be used to continue site-specific supports aligned to the original Equity Multiplier purpose and each school's identified needs. The qualifying year and applicable carryover use are noted where relevant in the actions below.

Fletcher Elementary (2025–26 LCAP – Prior Year Non-Stability Rate of 0.3604)
Washington Elementary (2024–25 LCAP – Prior Year Non-Stability Rate of 0.2650)

Perkins K–8 School is a new addition to Goal 5 and will be a first time recipient of Equity Multiplier funding as reflected in the 2026-27 LCAP. Perkins Prior Year Non-Stability Rate is 0.2642.

Kearny Biomedical Science and Technology (carryover funding from the 2024–25 and 2025–26 LCAPs), Kearny College Connections, Kearny Digital Media and Design, and Kearny Engineering Innovation and Design are actively engaging their school communities to develop comprehensive Equity Multiplier plans for each school site. As a result, implementation of, and expenditures related to, Equity Multiplier funds have been delayed. Any resulting changes will be reflected in the LCAP Mid-Year Update in February 2027.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Chronic Absenteeism Support at Equity Multiplier (EM) Schools	Justification: Chronic absenteeism is a red indicator for multiple student groups at Fletcher, Perkins K8, Riley/New Dawn, Twain, and Whittier K–12. Description: Implement culturally responsive attendance strategies including: Partial funding of counselor and associate principal allocations to provide tiered and differentiated academic and SEL intervention supports and ongoing teacher support and training on evidence based student and family engagement strategies Site-based attendance teams Transportation assistance Tiered supports (PBIS, incentives, re-engagement specialists) Wellness calls and family outreach Schools Covered: Fletcher (2025-26 carryover funds utilized to support ongoing implementation of EM plan), Riley/New Dawn, Washington (2024-25 carryover funds utilized to support ongoing implementation of EM plan), and Whittier K–12 Student Groups in Red/Orange: All, Homeless, HIS, SED, SWD Metrics: Chronic Absenteeism Rate M5.A	$207,941.00	No

Action #	Title	Description	Total Funds	Contributing
		This action addresses chronic absenteeism indicators from the 2025 Dashboard and aligns with Equity Multiplier and technical assistance goals.		
5.2	Suspension Prevention and Behavior Support at EM Schools This action targets Equity Multiplier schools with high non-stability and chronic absenteeism among UDPs. Success is measured through school-specific indicators.	Justification: Based on 2025 Dashboard data and local equity analysis, multiple EM sites—especially ALBA, Garfield, Twain, Riley/New Dawn, Perkins K8 and Washington—show Red indicators in Suspension among Students with Disabilities (SWD), English Learners (EL), and other historically underserved student groups. Feedback from families, site administrators, and community partners emphasized the importance of proactive, culturally responsive supports to address the root causes of behavioral incidents. Description: This action strengthens the district's commitment to reducing exclusionary discipline through a comprehensive, healing-centered approach. Supports will include: Schools Covered: ALBA, Garfield, Twain, Riley/New Dawn, and Washington (2024-25 carryover funds utilized to support ongoing implementation of EM plan) Student Groups in Red/Orange: SWD, EL, LTEL, HIS, SED Core Strategies: Behavior intervention specialists and mental health teams at sites with elevated suspension rates Restorative practice implementation, including community circles and peer mediation Alternative-to-suspension programs that provide structured, supervised opportunities for reflection and growth	$90,261.00	No

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

Action #	Title	Description	Total Funds	Contributing
5.3	Improve ELA DFS for EM Schools	Schools Covered: Fletcher (2025-26 carryover funds utilized to support ongoing implementation of EM plan), Riley/New Dawn, Perkins K8, and Twain High Student Groups in Red/Orange: All, HIS, SED, SWD Identified schools will implement some or all of the following evidence-based practices and supports to improve students' performance on California's English Language Arts assessment demonstrated through an increase in their DFS: High-dosage tutoring during, before, and after school to support students in reaching grade-level proficiency. Professional development for teachers and instructional staff on strategies such as Guided Language Acquisition Design (GLAD) and Universal Design for Learning (UDL) to strengthen differentiated instruction, particularly for English Learners and students with disabilities. Instructional materials to enhance in-class literacy supports for students. Teacher release time to participate in Professional Learning Communities (PLCs) improvement cycles focused on peer collaboration and instructional refinement to improve student outcomes. Partial funding for counselor and/or associate principal positions to provide tiered academic and social-emotional learning (SEL) interventions, as well as ongoing support and training for teachers on evidence-based strategies for student and family engagement. Throughout the 2024–25 school year, school principals engaged in continuous improvement efforts with their school communities and educational partners. his work continued in the 2025-26 school year, through Community of Practices (CoP) with other leaders across the district. These efforts have included school-level needs assessments and	$398,650.00	No

Action #	Title	Description	Total Funds	Contributing
		reviews of student group performance on the California School Dashboard to guide informed, data-driven decisions aimed at improving student outcomes. Metrics: M5.C ELA Distance From Standard (DFS)		
5.4	Improve DFS in Math for EM Schools	Schools Covered: Fletcher (2025-26 carryover funds utilized to support ongoing implementation of EM plan), Garfield High, Riley/New Dawn, Perkins K8 and Washington (2024-25 carryover funds utilized to support ongoing implementation of EM plan) Student Groups in Red/Orange: All, HIS, SED, SWD Identified schools will implement some or all of the following evidence-based practices and supports to improve students' performance on California's Mathematics assessment demonstrated through an increase in their DFS: High-dosage tutoring during, before, and after school to support students in reaching grade-level proficiency. Professional development for teachers and instructional staff on strategies such as Guided Language Acquisition Design (GLAD) and Universal Design for Learning (UDL) to strengthen differentiated instruction, particularly for English Learners and students with disabilities. Instructional materials to enhance in-class literacy supports for students. Support in the adoption of the new districtwide mathematics curriculum Teacher release time to participate in Professional Learning Communities (PLCs) improvement cycles focused on peer collaboration and instructional refinement to improve student outcomes.	$221,687.00	No

Action #	Title	Description	Total Funds	Contributing
		Partial funding for counselor and/or associate principal positions to provide tiered academic and social-emotional learning (SEL) interventions, as well as ongoing support and training for teachers on evidence-based strategies for student and family engagement. Throughout the 2024–25 school year, school principals engaged in continuous improvement efforts with their school communities and educational partners. his work continued in the 2025-26 school year, through Community of Practices (CoP) with other leaders across the district. These efforts have included school-level needs assessments and reviews of student group performance on the California School Dashboard to guide informed, data-driven decisions aimed at improving student outcomes. Metrics: M5.D Math Distance From Standard (DFS)		
5.5	Graduation and College/Career Readiness Support at EM Schools	Justification: Graduation and CCI indicators are in the red for subgroups at Garfield, TRACE, and Twain. Description: Increase access to postsecondary readiness supports including: A–G counseling and monitoring Credit recovery and online learning options FAFSA and college application workshops CTE and dual enrollment expansion Alumni mentorship Schools Covered: Garfield High, TRACE, and Twain High	$638,122.00	No

Action #	Title	Description	Total Funds	Contributing
		Student Groups in Red/Orange: All, EL, ELTEL, HIS, Homeless, SED, SWD Metrics: M5.E: Graduation Rate M5.F: College/Career Indicator (CCI) This action addresses graduation and postsecondary readiness indicators and combines academic and college/career interventions aligned to Dashboard findings.		
5.6	LTEL and EL Progress Acceleration at EM Schools	Justification: Garfield, Twain, Perkins K-8 and Trace have low ELPI scores, especially among LTELs and newcomers. Description: Implement EL-focused interventions including: Daily designated and integrated ELD GLAD training for teachers LTEL case management and progress monitoring Parent engagement sessions (home language access) Professional learning for staff on language scaffolding Student Groups in Red/Orange: Garfield high and TRACE Student Groups: EL, LTEL Metrics:	$673,105.00	No

Action #	Title	Description	Total Funds	Contributing
		M5.G EL and ELTEL Progress *This action supports the implementation of technical assistance for Long-Term English Learners and meets state EL/ELPI action requirements.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$162,110,978.00	$8,586,442.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
15.336%	0.000%	$0.00	15.336%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** District-Wide Wellness Assessment and Planning Description: Develop and implement a comprehensive Wellness Assessment Plan to evaluate and address the wellness needs of all students, with a focus on the four interconnected parts	The Multi-Dimensional Wellness Index and Wellness Task Force will disaggregate wellness data by subgroup and prioritize actions accordingly. This allows for early identification of disparities and targeted supports for schools serving high-need populations. LEA-wide delivery ensures coherent infrastructure and equitable access to system-level wellness initiatives.	Creation of a Wellness Task Force. The District Wellness Policy will include our Comprehensive Wellness Plan.

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

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

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

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.7	**Action:** Math - Red Indicator *This is a required action in our LCAP. See Chart at the end of this document: 2023 SDUSD Red Indicators on CA Dashboard. **Need:** Data from the California State Dashboard indicates that Unhoused and Long-Term English Learner (LTEL) students are performing in the red indicator for math achievement. These students often experience interrupted learning, limited access to consistent instructional support, and barriers to understanding math content due to language proficiency or learning environment instability. They need consistent access to high-quality, standards-aligned math instruction that emphasizes conceptual understanding, number fluency, and problem-solving. They also benefit from instructional strategies that are linguistically and culturally responsive. **Scope:** LEA-wide	This action ensures that all students, with a focused lens on those in the red indicator, have access to a learner-centered, California State Standards-aligned math curriculum. Professional learning for school site staff supports high-quality and equitable implementation of the curriculum. By building teacher capacity, we are ensuring that Unduplicated Pupils benefit from instructional practices embedded in the curriculum. Providing this action on an LEA-wide and schoo-lwide basis ensures systemic equity, allows for targeted support at high-need schools.	METRICS: Growth on iReady (K–9) M3.A CAASPP DFS (3–8, 11) M3.D
4.1	**Action:** Meaningful Diploma (School Experience) *Required by CDE	Providing diverse diploma pathways across all high schools ensures that unduplicated pupils have equitable access to courses aligned with their strengths and interests. A LEA-wide approach guarantees all students are offered varied postsecondary options, while spotlight students receive targeted advising and supports.	Percentage of students enrolled in AP/IB, CCTE, Ethnic Studies, and college-level courses (M4.J/K/N)

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
	Partially funded by the Learning Recovery Emergency Block Grant (LREBG) **Need:** Unduplicated pupils are underrepresented in A-G completion, dual enrollment, and access to advanced coursework. They are less likely to receive early, targeted academic advising and more likely to face barriers to postsecondary transitions, including lack of information, inconsistent supports, and financial hardship.Specifically our English learners, foster youth, and low-income students—are underrepresented in rigorous pathways such as AP, IB, CCTE, and Ethnic Studies. Data shows lower rates of A–G completion and advanced coursework participation. **Scope:** LEA-wide		A–G completion rates (disaggregated) (M4.L) Percentage of spotlight students completing at least one CCTE pathway or two college courses (M4.B)
4.3	**Action:** Financial Literacy Guardrail **Need:** Unduplicated students often lack structured support in learning financial planning skills related to college affordability, including budgeting, understanding debt, and identifying income sources. These skills are especially critical for students facing housing or economic instability.	This LEA-wide initiative sets a long-term proficiency goal and supports schools in delivering instruction that empowers students—particularly those from low-income families—to create actionable financial plans for college and beyond. Supports are embedded in advisory models, CTE, and financial literacy pilots, with spotlight schools receiving prioritized coaching and materials.	% of students able to demonstrate a basic savings/budget plan (via rubric or portfolio) (M4.L) Student surveys on confidence in managing college expenses (M4.L) Participation in financial literacy units or workshops (M4.L)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		Disaggregated data on financial planning knowledge acquisition (M4.L)
4.5	**Action:** Future Ready (academic performance) **Need:** Unduplicated pupils—especially spotlight students, English learners, students with disabilities, and foster youth—are disproportionately underrepresented in college- and career-prep pathways. These students experience higher D/F rates, lower A–G completion, fewer dual enrollment and CCTE completions, and limited access to GPA recovery, acceleration opportunities, and tailored advising. Stakeholders have emphasized the need for early intervention, awareness, and personalized supports. **Scope:** LEA-wide	These actions are LEA-wide to establish consistent systems of support and opportunity across all secondary schools. Together, they: Expand access to dual enrollment (4.5.3, 4.5.7), Increase GPA and A–G course success (4.5.2, 4.5.1), Strengthen and monitor CCTE pathway completion (4.5.8, 4.5.9), Offer academic recovery and enrichment during the year and summer (4.5.4, 4.5.5), and Promote informed student/family decisions through targeted outreach (4.5.10). While implemented system-wide, these efforts are especially focused on spotlight student groups through equity drivers and site-level data monitoring. This includes transcript audits, personalized advising, and clustering interventions where students are most off-track.	D/F course rate (disaggregated by subgroup) (M4.D) Spotlight student A–G completion rate with a grade of C or better (M4.D) Spotlight student CCTE pathway completion with capstone grade of C or higher (M4.E) Percentage of spotlight students passing 2+ community college courses with a C or higher (M4.B) UC/CSU A–G completion rate (M4.L) College/Career Indicator (CCI) performance disaggregated by student group (M4.B) Student/family participation in

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
			informational sessions and remediation programs GPA improvement trends from quarter to semester to year-end (M4.D)
4.7	**Action:** Belonging and Connectedness (school experience) **Need:** Unduplicated pupils—including foster youth, English learners, and low-income students—report lower levels of participation in extracurricular activities and school events. These students also express weaker connections to their school communities, which is linked to lower attendance, academic performance, and graduation rates. **Scope:** LEA-wide	These actions aim to increase equitable access to school-based engagement opportunities such as clubs, athletics, and service learning across all secondary schools. The Office of Graduation and the Equity and Belonging Department, in collaboration with the Council of ASB Presidents, are ensuring that activities are inclusive and responsive to the needs of spotlight students. Middle and high schools are supported LEA-wide to expand access, improve communication, and use student voice (e.g., athlete surveys) to inform improvements. These efforts create a culture of belonging, which directly impacts students' academic and social outcomes.	Participation rates in school activities, clubs, and dances (disaggregated by subgroup) (M4.A) Number and % of spotlight students involved in athletics (middle and high school) (M4.A) Results from athlete experience surveys (engagement, belonging, academic impact) (M4.A) Communication system usage analytics (reach, access, multilingual delivery) (M4.A)
4.8	**Action:** Targeted Intervention Support **Need:** Unduplicated pupils—including English learners (EL), foster youth (FY), and low-income (LI) students—require targeted supports tailored to their unique academic, social-emotional, and postsecondary	This action ensures that every school site receives supplemental LCFF funds proportionate to their population of unduplicated pupils, enabling localized responses based on specific site needs. Site teams—through School Site Councils (SSCs) and in collaboration with community and district advisory groups—will identify goals and interventions within each SPSA. The LEA-wide approach ensures funding equity while promoting	School Site Plans for Student Achievement (SPSAs) with goals explicitly tied to EL, FY, and LI student needs (M4.A)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	readiness needs. These groups face persistent opportunity gaps in achievement, engagement, and access to quality instruction. **Scope:** LEA-wide	flexibility, responsiveness, and accountability at the site level.	School Site Council functionality and engagement (M4.A) Use of supplemental funds for high-impact supports (monitored centrally) (M4.A) Progress monitoring reports submitted through SPSA implementation cycles (M4.A) Stakeholder input and feedback via DAC and advisory groups (M4.A)

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.8	**Action:** LTEL Support **Need:** Long Term English Learners (LTELs), need targeted language support to improve progress on the English Learner Progress Indicator (ELPI). To address this, we will	These actions address the language development needs of LTELs by providing targeted instruction and access to Designated ELD courses. Training educators in GLAD and LHEW ensures consistent, high-quality support across all schools. Offering these services LEA-wide allows for systemwide alignment, equitable access, and improved	ELPI Rate (M2.C)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	expand access to Designated ELD courses for LTELs, implement differentiated support for all multilingual learners, and train 250 educators in GLAD and Learning How English Works (LHEW). A pilot of formative language tools, such as Summit-K12, will also help monitor growth and guide instruction. These efforts aim to accelerate language development and improve outcomes for our multilingual students. **Scope:** Limited to Unduplicated Student Group(s)	outcomes on the ELPI for multilingual learners districtwide.	

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

N/A

Additional Concentration Grant Funding

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

San Diego Unified School District is committed to allocating the additional concentration grant funding with an equity-based focus to ensure the intended use of funds are supporting our schools with the highest needs with a high concentration of foster youth, English learners, and socioeconomically disadvantaged students. With the current financial state of the district these funds are expected to be used to maintain increased staffing levels at our highest needs schools. The Additional Concentration Grant Funding of $8.6M is aligned with LCAP Action 4.8

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Districtwide - 44.29:1 Elementary - 41.95:1 Middle - 46.32:1 High - 48.20:1	Districtwide - 25.31:1 Elementary - 23.62:1 Middle - 27.42:1 High - 27.43:1
Staff-to-student ratio of certificated staff providing direct services to students	Districtwide - 17.83:1 Elementary - 16.75:1 Middle - 19.34:1 High - 19.24:1	Districtwide - 14.79:1 Elementary - 14.08:1 Middle - 15.62:1 High - 15.66:1

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	1,057,077,541.00	162,110,978.00	15.336%	0.000%	15.336%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$209,064,840.00	$220,599,551.00	$16,475,585.00	$59,061,014.00	$505,200,990.00	$364,077,667.00	$141,123,323.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	District-Wide Wellness Assessment and Planning Description: Develop and implement a comprehensive Wellness Assessment Plan to evaluate and address the wellness needs of all students, with a focus on the four interconnected parts of wellness: Body, Mind, Relationships, and Community.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2027	$4,596,428.00	$173,840.00	$4,674,965.00			$95,303.00	$4,770,268.00	
1	1.2	Promoting Individual Wellness (Body and Mind) Description: Support students in developing healthy habits for their bodies and minds.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2027	$93,311,484.00	$8,828,959.00	$60,762,528.00	$22,046,544.00	$15,793,257.00	$3,538,114.00	$102,140,443.00	
1	1.3	Strengthening Collective Wellness (Relationships and Community) Description: Foster supportive relationships and a sense of belonging for all students, ensuring they feel connected to their peers, families, and communities.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2027	$14,275,127.00	$1,602,110.00	$6,335,439.00	$7,963,206.00	$284,770.00	$1,293,822.00	$15,877,237.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.4	Addressing Systemic Barriers to Wellness Description: Identify and address systemic barriers that prevent students from achieving wellness, with a focus on equity and inclusion.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2027	$2,019,125.00	$9,772,741.00	$9,747,666.00	$44,200.00		$2,000,000.00	$11,791,866.00	
1	1.5	Reducing Suspensions and Expulsions for Schools with Red Indicators Description: Provide targeted support to schools and student groups identified with a red indicator on the California State Dashboard, ensuring access to Tier II and Tier III behavioral health services and restorative practices to reduce suspensions and expulsions. Support will be specifically designed to meet the needs of Long-Term English Learners (LTELs) and other historically underserved student populations. *This is a required action in our LCAP. *See table at the end of this LCAP for Red performance levels in the 2023 CA Dashboard School Groups at Lowest Level by State Indicator	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2027	$7,323,424.00	$104,088.00	$4,419,234.00	$2,390,212.00		$618,066.00	$7,427,512.00	
2	2.1	Development of Principal and Educator Leadership PreK-TK	All	No			Specific Schools: Elementary Schools PreK-TK	2025-27	$2,931,694.00	$1,634,678.00	$26,900.00	$4,539,472.00			$4,566,372.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	**2.2**	Development of Principal and Educator Leadership K-12	All	No			Specific Schools: Balboa, Emerson, Horton, Ibarra, Rodriguez, Rosa Parks, Whittier, Baker, Burbank, Central, Chavez, Chollas-Mead, Edison, Euclid, Fay, Hamilton, Joyner, Kimbrough, Marshall, Perkins, Porter, and Webster, Encanto, and Linda Vista	2025-27	$9,106,246.00	$1,084,440.00	$6,582,776.00	$2,701,183.00		$906,727.00	$10,190,686.00	
2	**2.3**	Student-Centered Data Informed Decision Making	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-27	$3,966,901.00	$876,293.00	$3,369,268.00	$505,490.00		$968,436.00	$4,843,194.00	
2	**2.4**	Literacy Curriculum Coherence and Use of Evidence-based Teaching Practices.	All	No			All Schools Elementary, middle, and high schools	2025-27	$6,234,024.00	$3,394,874.00	$3,633,484.00	$5,019,667.00		$975,747.00	$9,628,898.00	
2	**2.5**	Engaging with Families	All	No			All Schools	2025-27							See Action 1.3	
2	**2.6**	Culturally Responsive Literacy Support for High-Need Schools with Red performance on the California State Dashboard	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Bell Middle SchoolBe	2025-27	$4,680,915.00	$149,093.00	$543,464.00	$4,121,357.00		$165,187.00	$4,830,008.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		*This is a required action in our LCAP. See Attachment: 2023 CA Dashboard RED indicators					ll Middle School									
2	2.7	Increase English Learner Progress Indicator (ELPI) rate for Schools with Red performance on the California State Dashboard	English Learners	Yes	LEA-wide	English Learners	All Schools	2025-27	$25,169,383.00	$1,259,421.00	$23,610,241.00	$400,000.00		$2,418,563.00	$26,428,804.00	
2	2.8	LTEL Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2025-27							See Action 2.7	
3	3.1	Access to Math Curriculum TK	All	No			Specific Schools: Elementary Schools PreK-TK	2025-27							See Action 2.1	
3	3.2	Development of Principal and Educator Leadership K-12	All	No			All Schools	2025-27							See Action 2.2	
3	3.3	Student-Centered Data Informed Decision Making	All	No			All Schools	2025-27							See Action 2.3	
3	3.4	Standards for Mathematical Practice	All	No			All Schools	2025-27	$492,733.00	$48,500.00	$228,631.00		$133,972.00	$178,630.00	$541,233.00	
3	3.5	Math Curriculum Coherence and Use of Instructional Strategies Embedded in the Curriculum	All	No			All Schools	2025-27	$0.00	$2,130,000.00		$2,130,000.00			$2,130,000.00	
3	3.6	Engaging with Families	All	No			All Schools	2025-27							See Action 1.3	
3	3.7	Math - Red Indicator *This is a required action in our LCAP. See Chart at the end of this document: 2023 SDUSD Red Indicators on CA Dashboard.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-27	$1,388,798.00	$8,000.00	$517,403.00			$879,395.00	$1,396,798.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.1	Meaningful Diploma (School Experience) *Required by CDE Partially funded by the Learning Recovery Emergency Block Grant (LREBG)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools:	2025-27	$63,874,184.00	$9,456,073.00	$23,042,698.00	$38,097,206.00	$263,586.00	$11,926,767.00	$73,330,257.00	
4	4.2	Financial Literacy Guardrail	All	No			Specific Schools: Canyon Hills, Clairemont, Lincoln, Madison, Morse, San Diego High, Mission Bay, Mt. Everest 9-12	2025-26							See Action 4.3	
4	4.3	Financial Literacy Guardrail	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: High Schools 9-12	2025-27	$2,347,369.00	$0.00	$2,347,369.00				$2,347,369.00	
4	4.4	Future Ready support for schools who have a RED indicator as identified by the California State Dashboard. *This is a required action in our LCAP. *See table at the end of this document for schools performance identified as RED in the 2023 CA School Dashboard and beyond.	All Students with Disabilities	No			All Schools Specific Schools: Garfield, Alba	2025-27	$29,658,185.00	$3,564,633.00	$10,436,098.00	$22,396,421.00		$390,299.00	$33,222,818.00	
4	4.5	Future Ready (academic performance)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-27	$34,554,541.00	$84,956,561.00	$13,911,536.00	$103,570,200.00		$2,029,366.00	$119,511,102.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.6	Future Ready support for schools with a RED indicator for CCI as identified in the California State Dashboard *This is a required action in our LCAP. *See table at the end of this document for schools performance identified as RED in the 2023 CA School Dashboard and beyond.	All	No			Specific Schools: Garfield, TRACE, Twain	2025-27	$3,799,932.00	$2,800.00	$2,477,799.00	$669,757.00		$655,176.00	$3,802,732.00	
4	4.7	Belonging and Connectedness (school experience)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-27	$8,877,232.00	$6,368,600.00	$10,458,115.00	$1,774,870.00		$3,012,847.00	$15,245,832.00	
4	4.8	Targeted Intervention Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-27	$43,300,116.00	$5,647,679.00	$21,939,226.00			$27,008,569.00	$48,947,795.00	
5	5.1	Chronic Absenteeism Support at Equity Multiplier (EM) Schools	All Students with Disabilities All, Homeless, HIS, SED, SWD	No			Specific Schools: Fletcher, Riley/New Dawn, Twain, Washington, Whittier	2025-27	$207,941.00	$0.00		$207,941.00			$207,941.00	
5	5.2	Suspension Prevention and Behavior Support at EM Schools This action targets Equity Multiplier schools with high non-stability and chronic absenteeism among UDPs. Success is measured through school-specific indicators.	All Students with Disabilities SWD, EL, LTEL, HIS, SED, Homeless	No			Specific Schools: ALBA, Garfield, Kearny Digital Media & Design, Kearney Biomedical Science & Technology, Kearney College Connections, Twain,	2025-27	$30,321.00	$59,940.00		$90,261.00			$90,261.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Riley/New Dawn, and Washington									
5	**5.3**	Improve ELA DFS for EM Schools	All Students with Disabilities All, HIS, SED, SWD	No			Specific Schools: Fletcher, Riley/New Dawn, Twain High, and Washington	2025-27	$398,650.00	$0.00		$398,650.00			$398,650.00	
5	**5.4**	Improve DFS in Math for EM Schools	All Students with Disabilities All, HIS, SED, SWD	No			Specific Schools: Fletcher, Garfield High, Riley/New Dawn, and Washington	2025-27	$221,687.00	$0.00		$221,687.00			$221,687.00	
5	**5.5**	Graduation and College/Career Readiness Support at EM Schools	All Students with Disabilities All, EL, ELTEL, HIS, Homeless, SED, SWD	No			Specific Schools: Garfield High, TRACE, and Twain High	2025-27	$638,122.00	$0.00		$638,122.00			$638,122.00	
5	**5.6**	LTEL and EL Progress Acceleration at EM Schools	EL, LTEL	No			Specific Schools: Garfield High, TRACE, Perkins K8 and Twain High	2025-27	$673,105.00	$0.00		$673,105.00			$673,105.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1,057,077,541.00	162,110,978.00	15.336%	0.000%	15.336%	$185,679,152.00	0.000%	17.565 %	**Total:**	$185,679,152.00
								LEA-wide Total:	$185,679,152.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	District-Wide Wellness Assessment and Planning Description: Develop and implement a comprehensive Wellness Assessment Plan to evaluate and address the wellness needs of all students, with a focus on the four interconnected parts of wellness: Body, Mind, Relationships, and Community.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,674,965.00	
1	**1.2**	Promoting Individual Wellness (Body and Mind) Description:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$60,762,528.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		Support students in developing healthy habits for their bodies and minds.						
1	**1.3**	Strengthening Collective Wellness (Relationships and Community) Description: Foster supportive relationships and a sense of belonging for all students, ensuring they feel connected to their peers, families, and communities.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,335,439.00	
1	**1.4**	Addressing Systemic Barriers to Wellness Description: Identify and address systemic barriers that prevent students from achieving wellness, with a focus on equity and inclusion.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,747,666.00	
1	**1.5**	Reducing Suspensions and Expulsions for Schools with Red Indicators Description: Provide targeted support to schools and student groups identified with a red indicator on the California State Dashboard, ensuring access to Tier II and Tier III behavioral health services and restorative practices to reduce suspensions and expulsions. Support will be specifically designed to	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,419,234.00	

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 (%)
		meet the needs of Long-Term English Learners (LTELs) and other historically underserved student populations. *This is a required action in our LCAP. *See table at the end of this LCAP for Red performance levels in the 2023 CA Dashboard School Groups at Lowest Level by State Indicator						
2	**2.3**	Student-Centered Data Informed Decision Making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,369,268.00	
2	**2.6**	Culturally Responsive Literacy Support for High-Need Schools with Red performance on the California State Dashboard *This is a required action in our LCAP. See Attachment: 2023 CA Dashboard RED indicators	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Bell Middle School	$543,464.00	
2	**2.7**	Increase English Learner Progress Indicator (ELPI) rate for Schools with Red performance on the California State Dashboard	Yes	LEA-wide	English Learners	All Schools	$23,610,241.00	
2	**2.8**	LTEL Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	See Action 2.7	
3	**3.7**	Math - Red Indicator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$517,403.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		*This is a required action in our LCAP. See Chart at the end of this document: 2023 SDUSD Red Indicators on CA Dashboard.						
4	**4.1**	Meaningful Diploma (School Experience) *Required by CDE Partially funded by the Learning Recovery Emergency Block Grant (LREBG)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$23,042,698.00	
4	**4.3**	Financial Literacy Guardrail	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: High Schools 9-12	$2,347,369.00	
4	**4.5**	Future Ready (academic performance)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$13,911,536.00	
4	**4.7**	Belonging and Connectedness (school experience)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,458,115.00	
4	**4.8**	Targeted Intervention Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$21,939,226.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$465,766,183.00	$499,983,499.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	District-Wide Wellness Assessment and Planning Description: Develop and implement a comprehensive Wellness Assessment Plan to evaluate and address the wellness needs of all students, with a focus on the four interconnected parts of wellness: Body, Mind, Relationships, and Community.	Yes	$4,779,074.00	$4,554,982.00
1	**1.2**	Promoting Individual Wellness (Body and Mind) Description: Support students in developing healthy habits for their bodies and minds.	Yes	$95,710,682.00	$109,398,438.00
1	**1.3**	Strengthening Collective Wellness (Relationships and Community) Description: Foster supportive relationships and a sense of belonging for all students, ensuring they feel connected to their peers, families, and communities.	Yes	$20,281,198.00	$15,332,959.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.4**	Addressing Systemic Barriers to Wellness Description: Identify and address systemic barriers that prevent students from achieving wellness, with a focus on equity and inclusion.	Yes	$14,162,304.00	$12,601,234.00
1	**1.5**	Reducing Suspensions and Expulsions for Schools with Red Indicators Description: Provide targeted support to schools and student groups identified with a red indicator on the California State Dashboard, ensuring access to Tier II and Tier III behavioral health services and restorative practices to reduce suspensions and expulsions. Support will be specifically designed to meet the needs of Long-Term English Learners (LTELs) and other historically underserved student populations. *This is a required action in our LCAP. *See table at the end of this LCAP for Red performance levels in the 2023 CA Dashboard School Groups at Lowest Level by State Indicator	Yes	$8,018,717.00	$8,658,495.00
2	**2.1**	Development of Principal and Educator Leadership PreK-TK	No	$3,984,148.00	$3,781,342.00
2	**2.2**	Development of Principal and Educator Leadership	No	$9,474,414.00	$9,041,269.00

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)
		K-12			
2	**2.3**	Student- Centered Data Informed Decision Making	Yes	$5,052,771.00	$5,267,166.00
2	**2.4**	Literacy Curriculum Coherence and Use of Evidence-based Teaching Practices.	No	$10,810,119.00	$9,695,787.00
2	**2.5**	Engaging with Families	No	See Action 1.3	See Action 1.3
2	**2.6**	Culturally Responsive Literacy Support for High-Need Schools with Red performance on the California State Dashboard *This is a required action in our LCAP. See Attachment: 2023 CA Dashboard RED indicators	Yes	$3,981,206.00	$4,866,920.00
2	**2.7**	Increase English Learner Progress Indicator (ELPI) rate for Schools with Red performance on the California State Dashboard	Yes	$21,809,614.00	$26,660,159.00
2	**2.8**	LTEL Support	Yes	See Action 2.7	See Action 2.7
3	**3.1**	Access to Math Curriculum TK	No	See Action 2.1	See Action 2.1
3	**3.2**	Development of Principal and Educator Leadership K-12	No	See Action 2.2	See Action 2.2
3	**3.3**	Student- Centered Data Informed Decision Making	No	See Action 2.3	See Action 2.3
3	**3.4**	Standards for Mathematical Practice	No	$406,413.00	$775,964.00

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	**3.5**	Math Curriculum Coherence and Use of Instructional Strategies Embedded in the Curriculum	No	$2,100,000.00	$450,776.00
3	**3.6**	Engaging with Families	No	See Action 1.3	See Action 1.3
3	**3.7**	Math - Red Indicator *This is a required action in our LCAP. See Chart at the end of this document: 2023 SDUSD Red Indicators on CA Dashboard.	Yes	$1,382,552.00	$1,651,503.00
4	**4.1**	Meaningful Diploma (School Experience) *Required by CDE Partially funded by the Learning Recovery Emergency Block Grant (LREBG)	Yes	$73,891,914.00	$72,365,216.00
4	**4.2**	Financial Literacy Guardrail	Yes	$2,005,941.00	$2,135,603.00
4	**4.3**	Financial Literacy Guardrail	No	See Action 4.2	See Action 4.2
4	**4.4**	Future Ready support for schools who have a RED indicator as identified by the California State Dashbaord *This is a required action in our LCAP. *See table at the end of this document for schools performance identified as RED in the 2023 CA School Dashboard.	No	$31,046,545.00	$28,135,132.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.5**	Future Ready (academic performance)	Yes	$85,372,131.00	$117,871,759.00
4	**4.6**	Future Ready support for schools with a RED indicator for CCI as identified in the California State Dashboard *This is a required action in our LCAP. *See table at the end of this LCAP for Red performance levels in the 2023 CA Dashboard School Groups at Lowest Level by State Indicator	No	$4,430,176.00	$4,265,362.00
4	**4.7**	Belonging and Connectedness (school experience)	Yes	$16,514,054.00	$14,834,176.00
4	**4.8**	Targeted Intervention Support	Yes	$48,423,243.00	$46,055,717.00
5	**5.1**	Chronic Absenteeism Support at Equity Multiplier (EM) Schools	No	$100,935.00	$83,590.00
5	**5.2**	Suspension Prevention and Behavior Support at EM Schools This action targets Equity Multiplier schools with high non-stability and chronic absenteeism among UDPs. Success is measured through school-specific indicators.	No	$666,834.00	$93,993.00
5	**5.3**	Improve ELA DFS for EM Schools	No	$61,389.00	$41,488.00
5	**5.4**	Improve DFS in Math for EM Schools	No	$133,882.00	$119,002.00
5	**5.5**	Graduation and College/Career Readiness Support at EM Schools	No	$622,440.00	$609,810.00

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)
5	**5.6**	LTEL and EL Progress Acceleration at EM Schools	No	$543,487.00	$635,657.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$159,062,836.00	$182,053,513.00	$177,970,244.00	$4,083,269.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	**1.1**	District-Wide Wellness Assessment and Planning Description: Develop and implement a comprehensive Wellness Assessment Plan to evaluate and address the wellness needs of all students, with a focus on the four interconnected parts of wellness: Body, Mind, Relationships, and Community.	Yes	$3,996,559.00	$3,667,752.00		
1	**1.2**	Promoting Individual Wellness (Body and Mind) Description: Support students in developing healthy habits for their bodies and minds.	Yes	$62,909,746.00	$63,774,399.00		
1	**1.3**	Strengthening Collective Wellness (Relationships and Community) Description: Foster supportive relationships and a sense of belonging for	Yes	$6,113,181.00	$5,164,050.00		

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)
		all students, ensuring they feel connected to their peers, families, and communities.					
1	**1.4**	Addressing Systemic Barriers to Wellness Description: Identify and address systemic barriers that prevent students from achieving wellness, with a focus on equity and inclusion.	Yes	$10,388,578.00	$8,730,166.00		
1	**1.5**	Reducing Suspensions and Expulsions for Schools with Red Indicators Description: Provide targeted support to schools and student groups identified with a red indicator on the California State Dashboard, ensuring access to Tier II and Tier III behavioral health services and restorative practices to reduce suspensions and expulsions. Support will be specifically designed to meet the needs of Long-Term English Learners (LTELs) and other historically underserved student populations. *This is a required action in our LCAP. *See table at the end of this LCAP for Red performance levels in the 2023 CA Dashboard School Groups at	Yes	$1,405,789.00	$208,561.00		

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)
		Lowest Level by State Indicator					
2	**2.3**	Student-Centered Data Informed Decision Making	Yes	$3,161,668.00	$3,026,698.00		
2	**2.6**	Culturally Responsive Literacy Support for High-Need Schools with Red performance on the California State Dashboard *This is a required action in our LCAP. See Attachment: 2023 CA Dashboard RED indicators	Yes	$533,708.00	$558,204.00		
2	**2.7**	Increase English Learner Progress Indicator (ELPI) rate for Schools with Red performance on the California State Dashboard	Yes	$18,575,567.00	$23,405,858.00		
2	**2.8**	LTEL Support	Yes	See Action 2.7	See Action 2.7		
3	**3.7**	Math - Red Indicator *This is a required action in our LCAP. See Chart at the end of this document: 2023 SDUSD Red Indicators on CA Dashboard.	Yes	$504,004.00	$533,104.00		
4	**4.1**	Meaningful Diploma (School Experience) *Required by CDE Partially funded by the Learning Recovery Emergency Block Grant (LREBG)	Yes	$23,771,823.00	$23,801,187.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	**4.2**	Financial Literacy Guardrail	Yes	$2,005,941.00	$2,135,603.00		
4	**4.5**	Future Ready (academic performance)	Yes	$15,482,438.00	$14,999,334.00		
4	**4.7**	Belonging and Connectedness (school experience)	Yes	$11,650,363.00	$10,096,064.00		
4	**4.8**	Targeted Intervention Support	Yes	$21,554,148.00	$17,869,264.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$1,036,968,588.00	$159,062,836.00	0	15.339%	$177,970,244.00	0.000%	17.163%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
    - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
    - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

San Diego Unified SCHOOL DISTRICT

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

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

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

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

San Diego Unified SCHOOL DISTRICT

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

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

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

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

San Diego Unified SCHOOL DISTRICT

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

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

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

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