

2024-25 LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)



San Diego Unified School District



LCAP Workshop
May 24, 2024

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Social Emotional Learning	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

SPOTLIGHT INTENTIONALITY
 There will be an intentional focus on district Spotlight Students, multilingual learners, and students with disabilities. We are committed to fostering safe, inclusive, and caring environments that support social-emotional growth, belonging, and connection to each other as well as the world around us.

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

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

STATE REQUIRED METRICS

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.a	BSR Referrals (TK/K)	TBD			TBD	
1.b	MySAEBRS Screener	N/A - Data will be available Fall 2024			N/A - Data will be available Fall 2024	
1.c	Behavioral Incidences	TBD			TBD	
1.d	Growth on Assessment Tool	N/A - Data will be available Fall 2024			N/A - Data will be available Fall 2024	
1.e	Suspension Rate	All Students: 2.3 African American: 4.5 American Indian: 2.9 Asian: 0.8 Filipino: 0.9 Hispanic: 2.5 Multiple Races: 2.8 Pacific Islander: 4.2 White: 2.0 English Learner: 2.7 Foster: 16.4			All Students: 2.3 African American: 2.5 American Indian: 2.5 Asian: 0.8 Filipino: 0.9 Hispanic: 2.5 Multiple Races: 2.5 Pacific Islander: 2.5	

		Homeless: 4.6 Socioeconomically Disadvantaged: 2.7 Students with Disabilities: 4.0			White: 2.0 English Learner: 2.5 Foster: 2.5 Homeless: 2.5 Socioeconomically Disadvantaged: 2.5 Students with Disabilities: 2.5	
1.f	Chronic Absenteeism	All Students: 21.2 African American: 24.6 American Indian: 23.1 Asian: 9.9 Filipino: 13.0 Hispanic: 28.4 Multiple Races: 16.9 Pacific Islander: 30.2 White: 13.8 English Learner: 29.0 Foster: 35.7 Homeless: 35.8 Economically Disadvantaged: 25.6 Students with Disabilities: 31.3 (Source: Hoonuit, 5/22/2024)			All Students: 12.2 African American: 15.6 American Indian: 14.1 Asian: 5.0 Filipino: 5.0 Hispanic: 19.4 Multiple Races: 7.9 Pacific Islander: 21.2 White: 5.0 English Learner: 20.0 Foster: 26.7 Homeless: 26.8 Economically Disadvantaged: 16.6 Students with Disabilities: 22.3	

Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Educating our Educators	<p>District staff will engage in professional learning, growth, and development that focuses on equity consciousness. Staff will explore their own individual beliefs, biases & behaviors as well as systems of oppression with the goal of understanding and interrupting ways of being and doing that negatively impact students and families to create a more fair and inclusive environment.</p> <p>1. Develop support and resources for District staff to create space for students to interrogate & enhance systems such as education, government, healthcare, housing, etc</p> <p>a. Coaching, lesson modeling, and learning opportunities for educators</p> <p>b. Lesson plans, guides, and teaching tools</p>		

		<p>c. Providing students with opportunities for critical thinking, student agency, and change agency</p> <p>2. Engage with educators for ongoing learning, monitoring, and implementation of the District's values and ways of being in support of our students' and our employee's social and emotional wellbeing.</p> <p>a. Support staff in creating and practicing adult/student boundaries and maintaining safe and welcoming spaces for all</p> <p>b. Create resources for supporting students' and staff's social and emotional wellbeing readily accessible to students, staff, and families</p> <p>3. Develop a cohesive system of support for educators at different stages of their career.</p> <p>This action will be measured by metrics 1.b (mySABER Screener), 1.d (Growth on Assessment Tool), 1.f (Attendance)</p>		
<p>1.2</p>	<p>Social-Emotional Learning</p>	<p>Students will increase their ability to self-regulate, monitor social-emotional growth, and articulate mental health needs through the following grade-level appropriate strategies:</p> <p>1. On-the-job training and coaching sessions for Early Learning educators using a multi-tiered system of support (MTSS) of evidence-based practices that promote the social, emotional, and behavioral development of young children</p> <p>a. Two cohorts of early learning educators will participate in the trainings during the 24-25 and 25-26 school years with a specific focus on training our Early Childhood Special Education, Pre-School, and Universal Transitional Kindergarten educators.</p> <p>2. Social-emotional and mental health education lessons, activities and events that specifically support the social-emotional growth of spotlight students, inclusive of multilingual learners and students with disabilities, in up to 5 clusters each year.</p> <p>a. Delivery of Transformative SEL lessons in grades 1-5 and monitoring growth through the use of social-emotional assessment tool(s) to evaluate</p>		

		<p>student progress towards becoming Emotionally Intelligent Thinkers and Collaborative Communicators.</p> <p>b. Participation in educator-led and student-led mental health education activities in grades 6-12.</p> <p>c. Providing mental health education events for caregivers that highlight Youth Mental Health First Aid practices, pathways to access community resources, and strategies to support the social-emotional and mental health needs of their child.</p> <p>d. Referral pathway and process for Tier II and Tier III behavioral health services</p> <p>This action will be measured by metrics 1.a (BSR Referrals (TK/K)), 1.b (MySABER Screener), 1.c (Behavioral Incidences, 1.d (Growth on Assessment Tool), 1.e (Suspension/Expulsion Rate)</p>		
<p>1.2.a</p>	<p>Social-Emotional Learning - Suspension/Expulsion</p>	<p>Schools and student groups with a red indicator as identified by the California State Dashboard will have access to Tier II and Tier III behavioral health services, which may include but is not limited to:</p> <p>a. Alternative-to-suspension programs</p> <p>b. Emotional regulation and coping skills</p> <p>c. Conflict-resolution support</p> <p>d. Restorative circles and community building</p> <p>This action will be measured by metrics 1.e (Suspension/Expulsion Rate), 1.f (Attendance)</p>		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Access to Broad and Challenging Curriculum	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

INPUTS
 If we commit to providing access to broad and challenging curriculum high quality tier 1 instruction for all students then our students will have access to grade level standards

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

SPOTLIGHT INTENTIONALITY
 There will be an intentional focus on district Spotlight Students. This will ensure that our students who are farthest from academic justice receive additional support. We are committed to supporting the academic needs of spotlight students to have equitable access to broad and challenging curriculum that allows them to excel academically.

EDUCATIONAL PARTNER ENGAGEMENT
 The district engages families and communities in workshops to review and provide input on curriculum, understand student assessment results, and learn strategies for supporting student learning

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

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

Measuring and Reporting Results

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

		<p>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</p>			<p>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</p>	
2.c	Attendance Rate	<p>All Students: 93.2 African American: 92.4 American Indian: 92.7 Asian: 95.8 Filipino: 95.0 Hispanic: 91.8 Multiple Races: 94.0 Pacific Islander: 91.5 White: 94.4 English Learner: 91.8 Foster: 89.5 Homeless: 89.9 Economically Disadvantaged: 92.4 Students with Disabilities: 90.8</p>			<p>All Students: 95.2 African American: 94.4 American Indian: 94.7 Asian: 96.8 Filipino: 96.0 Hispanic: 94.8 Multiple Races: 95.0 Pacific Islander: 94.5 White: 95.4 English Learner: 94.8 Foster: 92.5 Homeless: 92.9</p>	

					Economically Disadvantaged: 94.4 Students with Disabilities: 93.8	
2.d	English Learner Progress	49.8			55.8	
2.e	Fidelity Integrity Assessment	TBD			TBD	
2.f	Chronic Absenteeism	<p>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</p> <p>Hoonuit 5/22/2024</p>			<p>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</p>	

Goal Analysis [2023-24]

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

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

Not Applicable

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Not Applicable

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

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Learning Communities (PLC)	<p>Each year, up to fourteen (14) schools will focus on strengthening their Professional Learning Communities (PLCs) by increasing their use of data and identifying instructional implications to improve student achievement, especially for Spotlight students, including those with IEPs and multilingual learners. Participating schools may use, but are not limited to, the following strategies:</p> <ol style="list-style-type: none"> 1. Develop and communicate a PLC schedule for the year 2. Utilize a Professional Learning Community protocol. 3. Utilize a Student Work Analysis Plan. 4. Engage in professional learning designed to utilize the PLC structure to support Spotlight students. 		

		This action will be measured by metrics 2.a (DFS Math) and 2.b (DFS ELA)		
2.2	Universal Support for All (Tier 1)	<p>By 2027, up to five clusters will receive targeted support to strengthen universal tier 1 instruction and provide equitable access to high quality, universally designed academic, behavioral, and social emotional curriculum that incorporates students' strengths, areas of growth, cultural backgrounds, and language proficiencies.</p> <ol style="list-style-type: none"> 1. School site teams will complete the Fidelity Integrity Assessment (FIA) annually. 2. School support teams and school staff will collaborate on design and implementation of a continuum of support informed by student achievement data and the Fidelity Integrity Assessment.. 3. School site staff will engage in professional learning on Universal Design for Learning (UDL), culturally responsive practices, and integrated academic, behavioral and social emotional supports. <p>This action will be measured by metrics 2.a (DFS Math) and 2.b (DFS ELA), and 2.e (Fidelity Integrity Assessment)</p>		
2.2.a	Universal Support for Multilingual Learners (Tier 1)	<p>By 2027, up to 15 elementary sites and 15 secondary schools who have a red indicator according to the English Language Proficiency Indicator [ELPI] California State Dashboard or have a high concentration of Multilingual Learners, will provide rigorous, intellectually rich, standards-based instruction that includes appropriate scaffolding that supports comprehension, active-engagement, participation, and mastery to strengthen English Language Proficiency, while also respecting and valuing their cultural and linguistic backgrounds. The following strategies will be leveraged to achieve this action:</p> <ol style="list-style-type: none"> 1. Professional learning plan that includes a minimum of 2 professional learning sessions focused on multilingual learners. 		

		<p>2. Pilot Summit-K12 language proficiency assessments</p> <p>3. Increase school site participation in DELAC and increase overall satisfaction rating of DELAC meetings</p> <p>This action will be measured by metrics 2.d (English Learner Progress)</p>		
2.2.b	Universal Support for Early Learners	<p>By 2027, preschool students from all areas and socioeconomic backgrounds will have greater opportunities for inclusive early learning programs, with a specific focus on increasing access for students with an initial IEP.</p> <p>1. A collaborative advisory group will guide our early learning programs with the development of Multi Tiered Systems of Support (MTSS), social emotional skills, early reading and early math skills. The advisory group will also recommend ways to help families and teachers understand early childhood development.</p>		
2.3	Chronic Absenteeism	<p>By 2027, up to 25 schools will increase student engagement by focusing on decreasing chronic absenteeism through the design of proactive systems of support for students and their families, with a specific focus on schools and student groups in the red indicator as identified by the California State Dashboard.</p> <p>Strategies may include, but are not limited to:</p> <ol style="list-style-type: none"> 1. Immunization events 2. Providing options for transportation to and from school 3. Providing Extended Learning Opportunities (ELO) programs 4. Participation in the "Improving Chronic Absenteeism Network" (ICAN) 5. Examination of attendance data for frequently absent students to identify trends and areas for growth 6. Developing or leveraging existing attendance monitoring teams that include site and Central office staff 7. Assessing the impact of transportation, immunizations, and before/after school programming on attendance rates 		

		<p>8. Gathering data throughout the year to establish goals and monitoring metrics</p> <p>This action will be measured by metrics 2.f (Chronic Absenteeism)</p>		
2.4	Standards Based Curriculum	<p>By 2027, students will be provided a standards-based curriculum and supplemental materials, incorporating evidence-based practices to enhance literacy and numeracy, with an intentional focus on multilingual learners, students with disabilities, and other Spotlight students.</p> <p>This action will be measured by metrics 2.a (DFS Math) and 2.b (DFS ELA), and 2.e (Fidelity Integrity Assessment)</p>		
2.4.a	Standards Based Curriculum -Math	<p>All Students, K-8 will be provided a California State Standards aligned math curriculum that is learner-centered with a focus on problem solving and number sense. Student resources will be created for educators to support problem solving and number sense such as games, projects, and Number Talks.</p> <p>a. School site staff will engage in professional learning to support curriculum implementation.</p> <p>This action will be measured by metrics 2.a (DFS Math)</p>		
2.4.b	Standards Based Curriculum -ELA	<p>1. All Students, K-8 will be provided California State Standards aligned ELA and ELD curriculum that is culturally responsive.</p> <p>a. School site staff will engage in professional learning to support curriculum implementation.</p> <p>2. Up to 9 clusters will incorporate at least one evidenced based practice from the Literacy Asset Mapping report relating to: teacher collaboration,</p>		

		<p>fostering student agency, or culturally and linguistically affirming practices. Decisions will be informed by relevant student data.</p> <p>a. Clusters will co-construct their implementation plans which include evidenced based practices with school network support.</p> <p>This action will be measured by metrics 2.b (DFS ELA)</p>		
2.5	Community Schools	<p>Each year, the Community School model will be adopted by designated sites in our highest needs communities, providing racially-just, culturally relevant, and innovative learning opportunities across all grade levels and classrooms that reflect the priorities identified in the school's needs and assets assessment. The Community Schools model is inclusive of the following four pillars, with implementation of each pillar supported by District office and school site staff in a multi-year implementation plan:</p> <ol style="list-style-type: none"> 1. Collaborative Leadership 2. Family & Community Engagement 3. Extended & Enriched Learning Opportunities 4. Integrated Student Supports <p>This action will be measured by metrics 2.a (DFS Math) and 2.b (DFS ELA), and 2.e (Fidelity Integrity Assessment)</p>		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	College and Career Preparedness Through a Meaningful Diploma	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- 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.

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

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

SPOTLIGHT INTENTIONALITY
 There will be an intentional focus on district Spotlight Students. This will ensure that our students who are farthest from academic justice receive additional support. We are committed to fostering an environment for spotlight students to have equitable access to opportunities that empower them to thrive academically and professionally through both college and career.

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

Over the past two years, the workgroup discussed the following as it pertained to graduation:

- What inequitable patterns of experience and outcomes are playing out in our system? How do we know?
- What structures and system dynamics are contributing to these inequitable patterns?
- What has been emerging in our system relative to these patterns?

In addition to the above, the workgroup reviewed and analyzed data:

- Graduation rates and trends
- A-G rates and trends
- Student transcripts in middle and high school

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

STATE REQUIRED METRICS

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.a	Graduation Rate	All Students: 89.9 African American: 82.3 American Indian Asian: 93.9 Filipino: 95.1 Hispanic: 86.1 Multiple Races: 94.1 Pacific Islander: 88.6 White: 95.4 English Learner: 72.3 Foster: 55.0 Homeless: 78.0 Economically Disadvantaged: 87.5 Students with Disabilities: 67.2			All Students: 93.0 African American: 85.3 American Indian Asian: 94.9 Filipino: 96.1 Hispanic: 89.1 Multiple Races: 95.1 Pacific Islander: 91.6 White: 96.4 English Learner: 78.3 Foster: 64.0 Homeless: 84.0 Economically Disadvantaged: 90.5	

					Students with Disabilities: 76.2
3.b	CCI Indicator	All Students: 59.9 African American: 43.8 American Indian: 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			Targets pending CDE Dashboard "Change" calculations
3.c	D&F Rate	TBD			TBD
3.d	GPA (Spotlight Students)	TBD			TBD
3.e	GPA (Middle & High)	TBD			TBD
3.f	Attendance (Middle & High)	TBD			TBD
3.h	CCI Indicator (very low schools)	TBD			TBD
3.i	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%			All: 43% African American: 31% American Indian or Alaska Native: 38% Asian: 65% Filipino: 48%

		<p>Two or More Races: 46%</p> <p>English Learners: 7%</p> <p>Foster Youth: 11%</p> <p>Homeless Youth: 20%</p> <p>Students with Disabilities: 11%</p> <p>Socioeconomically Disadvantaged: 31%</p>			<p>Hispanic or Latino: 34%</p> <p>Pacific Islander: 30%</p> <p>White: 57%</p> <p>Two or More Races: 49%</p> <p>English Learners: 16%</p> <p>Foster Youth: 20%</p> <p>Homeless Youth: 26%</p> <p>Students with Disabilities: 20%</p> <p>Socioeconomically Disadvantaged: 37%</p>	
3.j	Advanced Placement Pass Rate	<p>All: 71%</p> <p>African American: 42%</p> <p>American Indian or Alaska Native: 85%</p> <p>Asian: 75%</p> <p>Filipino: 59%</p> <p>Hispanic or Latino: 56%</p> <p>Pacific Islander: 53%</p> <p>White: 75%</p> <p>Two or More Races: 73%</p> <p>English Learners: 38%</p> <p>Foster Youth: N/A</p> <p>Homeless Youth: 47%</p> <p>Students with Disabilities: 44%</p> <p>Socioeconomically Disadvantaged: 57%</p>			<p>All: 74%</p> <p>African American: 48%</p> <p>American Indian or Alaska Native: 88%</p> <p>Asian: 78%</p> <p>Filipino: 65%</p> <p>Hispanic or Latino: 62%</p> <p>Pacific Islander: 59%</p> <p>White: 78%</p> <p>Two or More Races: 76%</p> <p>English Learners: 47%</p> <p>Foster Youth: N/A</p> <p>Homeless Youth: 53%</p>	

					Students with Disabilities: 50% Socioeconomically Disadvantaged: 63%
3.k	UC a-g	<p>All: 69.8%</p> <p>African American: 64.1%</p> <p>American Indian or Alaska Native: (N<11)</p> <p>Asian: 82.9%</p> <p>Filipino: 73.5%</p> <p>Hispanic or Latino: 56.3%</p> <p>Pacific Islander: 64.5%</p> <p>White: 85.5%</p> <p>Two or More Races: 79.6%</p> <p>English Learners: 41.4%</p> <p>Foster Youth: 54.5%</p> <p>Homeless Youth: 48.1%</p> <p>Students with Disabilities: 46.2%</p> <p>Socioeconomically Disadvantaged: 61.6%</p>			<p>All: 72.8%</p> <p>African American: 70.1%</p> <p>American Indian or Alaska Native: (N<11)</p> <p>Asian: 85.9%</p> <p>Filipino: 76.5%</p> <p>Hispanic or Latino: 65.3%</p> <p>Pacific Islander: 70.5%</p> <p>White: 88.5%</p> <p>Two or More Races: 82.6%</p> <p>English Learners: 50.4%</p> <p>Foster Youth: 63.5%</p> <p>Homeless Youth: 57.1%</p> <p>Students with Disabilities: 55.2%</p> <p>Socioeconomically Disadvantaged: 67.6%</p>

Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Meaningful Diploma (School Experience)	<p>By 2027, all high schools will offer meaningful diploma pathway options aligned to students' passions and interests. The diploma pathways will amplify student voice and allow students to explore courses of their choosing (i.e., Visual and Performing Arts (VAPA) courses, College, Career, and Technical Education (CCTE) courses, Advanced Placement (AP) courses, International Baccalaureate (IB) courses, College courses, Biliteracy courses, Military Leadership Science (JROTC) courses, Ethnic Studies courses, etc.) to be prepared for the day after high school graduation.</p> <p>a. All elementary, middle and high school students will participate in activities to increase self-awareness (i.e. interests, skills, personality</p>		

		<p>styles) and explore college and career interest and opportunities. An online student portfolio will follow students through their educational journey.</p> <p>b. 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.</p> <p>c. All high schools will develop and use an articulation online tool for students, families and staff to map out courses that not only match students' interest and passions but also courses needed to graduate.</p> <p>d. Informational sessions will be held, both in-person and online, to support students and families in staying updated on students' progress and future plans.</p> <p>This action will be measured by metric 3.a (Graduation Rate), 3.i (Advanced Placement Participation), 3.j (Advanced Placement Pass Rate)</p>		
3.1.a	Meaningful Diploma (school experience)	<p>The district will work directly with schools who have a red indicator on the California Dashboard for graduation rate with an intentional focus on Students with Disabilities to ensure students not only have access but are successful in courses aligned to their interests and passion and that lead to a high school diploma by:</p> <p>a. Communicating and educating students and families about high school courses, diploma and certificate pathways, and graduation</p> <p>b. Reviewing of student transcripts</p> <p>c. Ensuring proper placement into a-g courses</p> <p>d. Providing support and interventions (i.e., tutoring, credit recovery, etc.).</p> <p>This action will be measured by metric 3.a (Graduation Rate Student Groups)</p>		
3.2	Future Ready (academic performance)	<p>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</p>		

completion then we will have more students graduate and be prepared for success the day after high school.

1. All middle and high schools will decrease the percentage of Ds and Fs earned during the academic year and increase the overall grade point average (GPA) for students.

a. Increase the spotlight student cohorts' completion of a-g course requirements with a grade of C or higher

2. All middle and high schools will continue to offer and expand full-time independent study program options within Online Learning and expand high school dual enrollment into online courses for both getting back on track for graduation for recovering credits and taking first time credit for graduation.

3. All high schools will continue to offer extended day sessions (after school classes) and summer school for students to get back on track for graduation by recovering credits and taking first time credit for graduation.

4. Increase the number of high school students taking and passing two or more semesters of college courses with a grade of 'C' or higher, by the time they graduate from high school.

a. Increase the number of high school spotlight students taking and passing two or more semesters of college courses with a 'C' or higher by the time they graduate from high school.

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

a. Increase the number of spotlight students completing a CCTE pathway course with a grade of C or higher in the capstone course.

6. Increase middle and high school student and family awareness of CCTE pathway opportunities.

This action will be measured by metrics 3.b (CCI Indicator), 3.c (D&F rate), 3.d (spotlight student GPA), 3.k (UC a-g)

<p>3.2.a</p>	<p>Future Ready (academic performance)</p>	<p>Schools with a “Very Low” CCI indicator (Link here) as determined by the California state dashboard will increase student enrollment and the completion of courses in CTE pathway courses and community college courses. Identified schools will intentionally increase enrollment and success of our spotlight and unduplicated students’ in CTE pathway completion and community college courses.</p> <p>This action will be measured by metrics 3.h (CCI Indicator for all very low schools)</p>		
<p>3.3</p>	<p>Belonging and Connectedness (school experience)</p>	<p>By 2027, all middle and high school students will have a meaningful school experience whereby students feel a sense of belonging and connectedness to their school community. The experiences provided will help students feel more connected to the school, leading to better grades and more students graduating.</p> <ol style="list-style-type: none"> 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. <ol style="list-style-type: none"> 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. <ol style="list-style-type: none"> a. Increase the number of spotlight students participating in high school athletics. 3. Multiple communication systems will be developed so students and families can receive information from the district directly (i.e. graduation requirements, scholarship opportunities, surveys, etc.). 4. Increase middle school athletics participation to foster the connection between middle and high school. This connection will help students do 		

		<p>better in middle school (aiming for a GPA of at least 2.0) and attend school more often.</p> <p>a. Increase the number of spotlight students participating in high school athletics.</p> <p>This action will be measured by metrics, 3.f (Attendance (Middle & High)), 3.a (Grad Rate), 3.e (GPA (Middle & High))</p>		
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Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Equity Multiplier	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

STATE REQUIRED METRICS

Within the goal of the equity multiplier, the state has identified schools, student groups, or student groups within schools who have high rates of fluctuation for average daily attendance (ADA). Action 4.1 addresses this area through intentional focus.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.a	Attendance	All Students: 93.2 African American: 92.4 American Indian: 92.7 Asian: 95.8 Filipino: 95.0 Hispanic: 91.8 Multiple Races: 94.0 Pacific Islander: 91.5 White: 94.4 English Learner: 91.8 Foster: 89.5 Homeless: 89.9 Economically Disadvantaged: 92.4 Students with Disabilities: 90.8			All Students: 93.2 African American: 92.4 American Indian: 92.7 Asian: 95.8 Filipino: 95.0 Hispanic: 91.8 Multiple Races: 94.0 Pacific Islander: 91.5 White: 94.4 English Learner: 91.8 Foster: 89.5 Homeless: 89.9 Economically Disadvantaged: 92.4 Students with Disabilities: 90.8	
4.b	Academic performance - elementary: increase in	TBD			TBD	

	FAST ELA and math assessments					
4.c	Academic performance - secondary: increase in grades earned, C or higher	TBD			TBD	
4.d	Behavior incidents - decrease in out-of-school suspensions and expulsions	TBD			TBD	

Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Targeted Interventions	Each year, schools who receive Equity Multiplier funds from the State will use those funds to provide targeted interventions for their identified		

		<p>students who are furthest away from educational justice. Targeted interventions and supports may include, but are not limited to:</p> <ul style="list-style-type: none"> a. Participation in the MTSS Collaborative b. Equity Team development, implementation and coaching c. Student mentorship programs d. Parent engagement workshops and events e. Improving Chronic Absence Network (ICAN) participation f. Alignment of Restorative Discipline Practices with school policies and procedures <p>This goal will be monitored through metrics 4.a (attendance), 4.b (academic performance - elementary), 4.c (academic performance - secondary), suspensions/expulsions</p>		
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