

# 2021-22 LCFF Budget Overview for Parents Data Input Sheet

<b>Local Educational Agency (LEA) Name:</b>	San Diego Unified School District
<b>CDS Code:</b>	37683380000000
<b>LEA Contact Information:</b>	Name: Lamont Jackson Position: Interim Superintendent of Public Education Phone: 619-725-5506
<b>Coming School Year:</b>	2021-22
<b>Current School Year:</b>	2020-21

\*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

<b>Projected General Fund Revenue for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total LCFF Funds</b>	\$1,070,433,408
<b>LCFF Supplemental &amp; Concentration Grants</b>	\$115,213,702
<b>All Other State Funds</b>	\$278,529,096
<b>All Local Funds</b>	\$30,309,390
<b>All federal funds</b>	\$180,691,383
<b>Total Projected Revenue</b>	\$1,559,963,277

<b>Total Budgeted Expenditures for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total Budgeted General Fund Expenditures</b>	\$1,651,268,565
<b>Total Budgeted Expenditures in the LCAP</b>	\$528,367,127
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$115,739,792
<b>Expenditures not in the LCAP</b>	\$1,122,901,438

<b>Expenditures for High Needs Students in the 2020-21 School Year</b>	<b>Amount</b>
<b>Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan</b>	\$120,478,802
<b>Actual Expenditures for High Needs Students in Learning Continuity Plan</b>	\$131,526,613

<b>Funds for High Needs Students</b>	<b>Amount</b>
<b>2021-22 Difference in Projected Funds and Budgeted Expenditures</b>	\$526,090
<b>2020-21 Difference in Budgeted and Actual Expenditures</b>	\$11,047,811

<b>Required Prompts(s)</b>	<b>Response(s)</b>
<b>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</b>	In light of the pandemic and current social climate highlighting the inequities many of our students face daily, San Diego Unified School District has approached the LCAP with an equity-based view and a commitment to being an Anti-Bias, Anti-Racism and Inclusive district. In an effort to highlight this extremely important work and align SDUSDs priorities many of the base services were removed from the LCAP for transparency. The LCAP does not include the required reserves, charter school funding, private school funding, or the required contracted staffing allocation amount, The LCAP also does not include certain site specific funding sources (for example, foundations, donations, etc.), Prop 39

	expenditures, Supplemental Early Retirement Program and the STRS On-Behalf Pension Contribution.
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CDS Code: 37683380000000

School Year: 2021-22

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Lamont Jackson

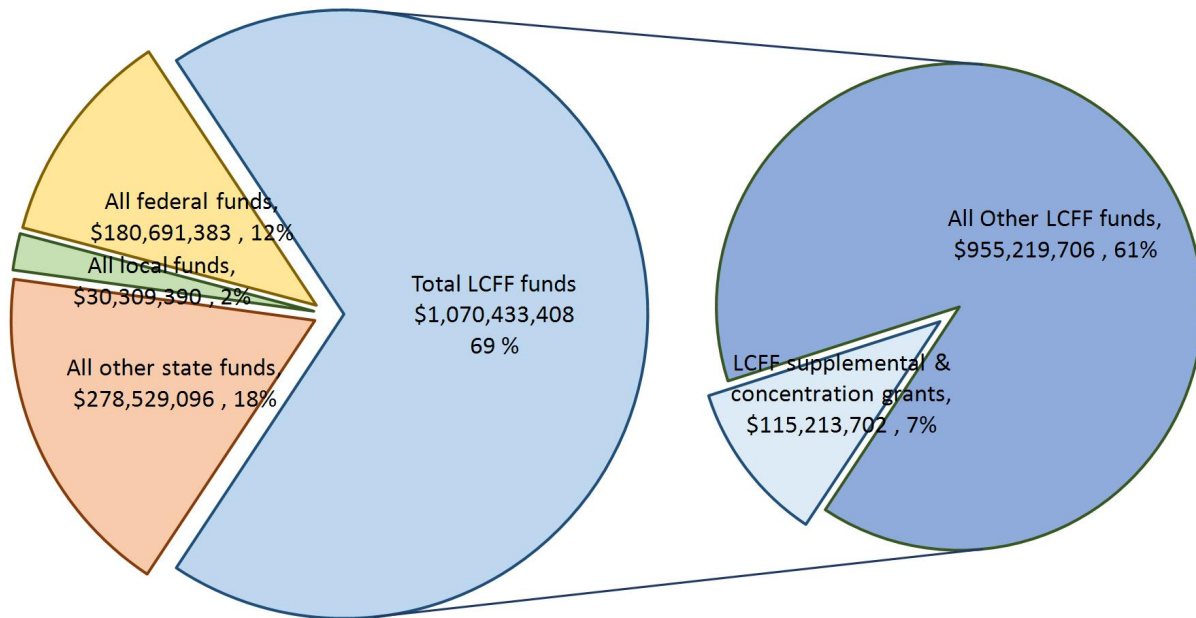
Interim Superintendent of Public Education

619-725-5506

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 2021-22 School Year

### Projected Revenue by Fund Source



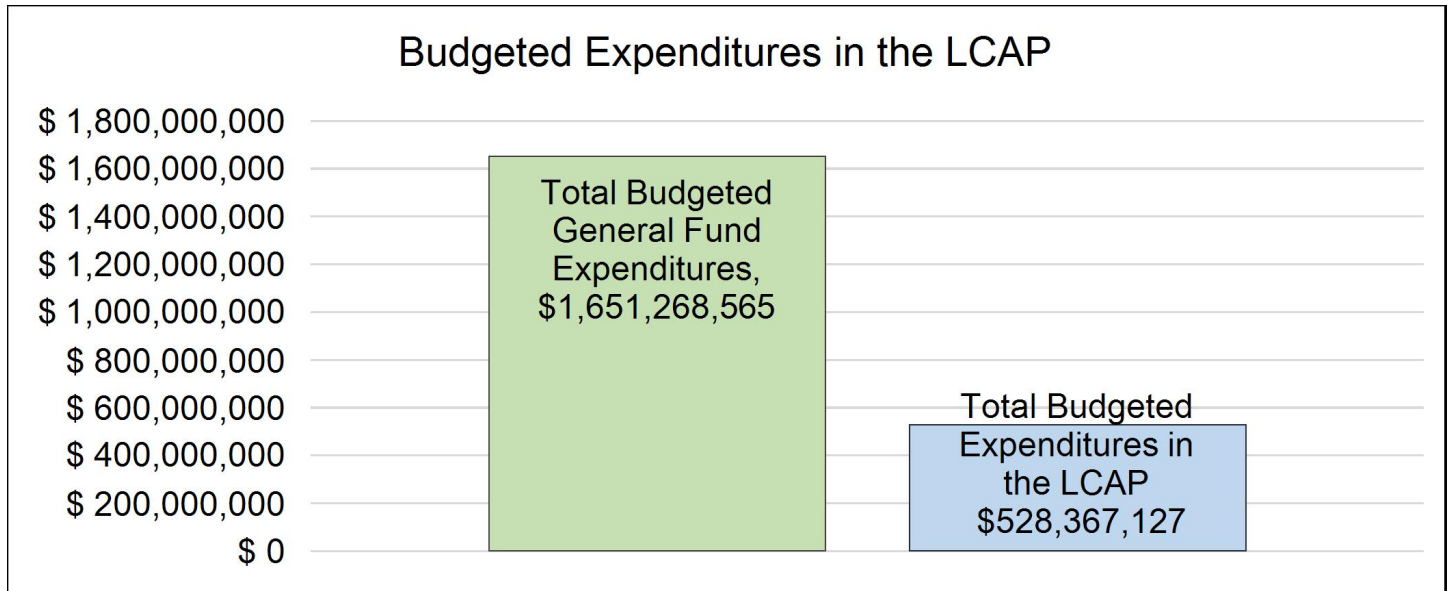
This chart shows the total general purpose revenue San Diego Unified School District expects to receive in the coming year from all sources.

The total revenue projected for San Diego Unified School District is \$1,559,963,277, of which \$1,070,433,408 is Local Control Funding Formula (LCFF), \$278,529,096 is other state funds, \$30,309,390 is local funds, and \$180,691,383 is federal funds. Of the \$1,070,433,408 in LCFF Funds, \$115,213,702 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 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

San Diego Unified School District plans to spend \$1,651,268,565 for the 2021-22 school year. Of that amount, \$528,367,127 is tied to actions/services in the LCAP and \$1,122,901,438 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

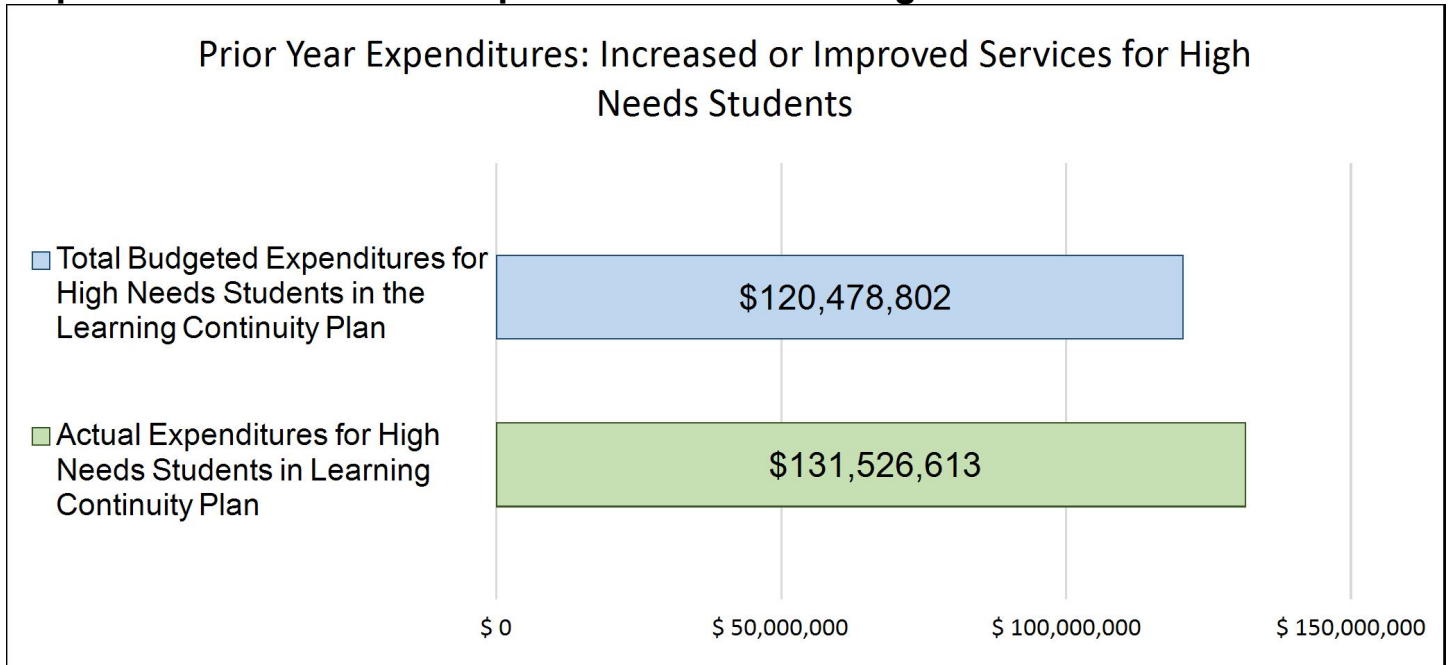
In light of the pandemic and current social climate highlighting the inequities many of our students face daily, San Diego Unified School District has approached the LCAP with an equity-based view and a commitment to being an Anti-Bias, Anti-Racism and Inclusive district. In an effort to highlight this extremely important work and align SDUSDs priorities many of the base services were removed from the LCAP for transparency. The LCAP does not include the required reserves, charter school funding, private school funding, or the required contracted staffing allocation amount, The LCAP also does not include certain site specific funding sources (for example, foundations, donations, etc.), Prop 39 expenditures, Supplemental Early Retirement Program and the STRS On-Behalf Pension Contribution.

## Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, San Diego Unified School District is projecting it will receive \$115,213,702 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 \$115,739,792 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 2020-21



This chart compares what San Diego Unified School District budgeted last year in the Learning Continuity Plan 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.

In 2020-21, San Diego Unified School District's Learning Continuity Plan budgeted \$120,478,802 for planned actions to increase or improve services for high needs students. San Diego Unified School District actually spent \$131,526,613 for actions to increase or improve services for high needs students in 2020-21.



# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
San Diego Unified School District	Lamont Jackson Interim Superintendent of Public Education	ljackson@sandi.net 619-725-5506

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

# Goal 1

Closing the Achievement Gap with High Expectations for All

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)  
Priority 5: Pupil Engagement (Engagement)

Local Priorities: Vision 2020: Closing the achievement gap with high expectations for all.

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> EL Reclassification rate</p> <p><b>19-20</b> ELPAC Baseline + 20%</p> <p><b>Baseline</b> 14.4%</p>	<p>10.3% (rate affected by suspension of state testing in Spring 2020)</p>
<p><b>Metric/Indicator</b> ELs making at least one year's Progress in learning English</p> <p><b>19-20</b> ELPAC Baseline or local measure + 10%</p> <p><b>Baseline</b> 56.1%</p>	<p>Unavailable due to suspension of state testing in Spring 2020.</p>



Expected	Actual
<p><b>Metric/Indicator</b> ELs Achieving Proficiency in English</p> <p><b>19-20</b> ELPAC Baseline + 20%</p> <p><b>Baseline</b> &lt;5 yrs cohort: 25.6% 5+ yrs cohort: 42.8%</p>	<p>Unavailable due to suspension of state testing in Spring 2020.</p>
<p><b>Metric/Indicator</b> California Assessment of Student Performance and Progress</p> <p><b>19-20</b> ELA: 62% Math: 53%</p> <p><b>Baseline</b> ELA: 56% (DF3=+7.7) Math: 44% (DF3=-15.2)</p>	<p>Unavailable due to suspension of state testing in Spring 2020.</p>
<p><b>Metric/Indicator</b> High school graduation rate</p> <p><b>19-20</b> 92.7%</p> <p><b>Baseline</b> 91.2%</p>	<p>88.6%</p>
<p><b>Metric/Indicator</b> High school dropout rate</p> <p><b>19-20</b> 3.1%</p> <p><b>Baseline</b></p>	<p>3.0%</p>

Expected	Actual
3.4%	
<b>Metric/Indicator</b> Early Assessment Program results  <b>19-20</b> ELA: 72% Math: 50%  <b>Baseline</b> ELA: 66% Math: 41%	Unavailable due to suspension of state testing in Spring 2020.
<b>Metric/Indicator</b> Middle school dropout rate (Grade 8)  <b>19-20</b> 0.01%  <b>Baseline</b> 0.01%	0.01%

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1.a Multiple Measures and Data - All Students, Students with Disabilities, GATE, African American, Latino  1. Analysis of formative assessments will inform the development of student learning plans and facilitate individual student goal setting, ongoing progress monitoring, and year-end effectiveness evaluation. Area Superintendents will strengthen systems and structures for monitoring student outcomes. On-track graduation monitoring will	\$2,693,832 LCFF Base	\$2,494,983 LCFF Base

<p style="text-align: center;"><b>Planned Actions/Services</b></p>	<p style="text-align: center;"><b>Budgeted Expenditures</b></p>	<p style="text-align: center;"><b>Actual Expenditures</b></p>
<p>include K-12 progress indicators. Reclassification rates will reflect English Language Proficiency Assessments for California (ELPAC) district- and school-wide baseline data. Analysis of data from a universal screener will be used to facilitate the identification of students who may be in need of additional support in order to meet grade level standards.</p> <p>2. Through an integrated departmental model, central office instructional technology teachers will collaborate with other central office resource teachers, classroom teachers, and teacher teams around a repertoire of technology resources and the use of digital tools for formative assessment. Student-centered coaching includes setting specific targets for students that are rooted in the standards and curriculum and working collaboratively to ensure that targets are met. Impact is measured based on student learning. Math resources in collaboration with instructional technology teachers will continue to support school sites in using technology for teaching and learning. Induction participating teachers will continue individual inquiries with coaching and monitoring student achievement. The Instructional Technology Department will continue to collaborate with coaches in Student Centered Coaching Cycles, the STEAM program, and the authors of guaranteed and viable curriculum (GVC) to ensure utilization of best practices with formative assessments. They will continue their work in supporting TK/K STEAM teachers with curriculum as well as co- author curriculum for 1st and 2nd grade to ensure formative assessments are present. Support also includes presenting during professional learning opportunities. As the guaranteed and viable curriculum rolls out to middle and high schools, the Instructional Technology Department will collaborate for professional development as well as coach side by side in classrooms to ensure formative assessment tools are implemented as intended.</p> <p>3. Area superintendents will support all principals in developing and monitoring goals aligned with the California State dashboard metrics for English Language Arts (ELA) and mathematics.</p> <p>4. Critical concepts will be used in the design of formative and summative site-based assessment systems. Priority standards are a</p>		

<p align="center"><b>Planned Actions/Services</b></p>	<p align="center"><b>Budgeted Expenditures</b></p>	<p align="center"><b>Actual Expenditures</b></p>
<p>carefully selected subgroup of the entire set of the grade- specific and course-specific standards within each content area that students must know and be able to do by the end of each school year to be prepared for the standards at the next grade level or course. Proficiency scales represent a progression of learning goals with three levels of difficulty – the target content, the simpler content, and the more complex content. The reading strategy will include high-leverage oral language expectations that coincide with trimester expectations. Coaches will embed critical concepts into coaching cycles, in the development of guaranteed viable curriculum in the core content areas in middle level and high school, and provide teachers with capacity building professional development.</p> <p>5. Use of the Multiple Factor Eligibility Matrix (MFEM) for identification of Gifted and Talented (GATE) eligibility will continue. The MFEM includes multiple sources of data including test scores, grades and special factors that are known to impact test scores. Matrix factors are weighed and include economic challenges, mobility rates, disabilities and English Learners (EL).</p> <p>6. The achievement of students with disabilities will be monitored to inform the development of effective academic, attendance and behavior support plans. Professional development focusing on individualized instruction opportunities to meet unique learning and social/emotional and behavioral needs will be provided to ensure improved student outcomes. Additional trainings, based on site needs which will also focus on assessment, intervention, and monitoring of student data to increase academic outcomes will be developed.</p> <p>7. African, African-American, and Latino student achievement will be monitored to inform the development of effective academic, attendance and behavior support plans. This work will continue through the alignment of Multi-Tiered Systems of Support through the continuous improvement cycle and integrated school teams. High schools will continue to receive site-specific data by grading period as well as weekly reports on attendance, chronic absenteeism, and suspensions in an effort to increase monitoring for student success.</p>		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>8. Systematic assessment of student data related to their Academic, Socio-Emotional and Behavioral needs will be addressed by the implementation of Integrated Student Success Teams. The District will support sites in building staff capacity to support the needs of all students by providing protocols to: develop integrated teams, assess student data, monitor student progress and evaluate student achievement and effectiveness of Tier 1 interventions.</p> <p>9. Over a three-year time period, school sites will build highly qualified integrated teams who work to discuss students that are currently outside the sphere of success to problem solve, design reading and social-emotional interventions, implement, monitor interventions, and revise as needed to integrate students back into the sphere of success. Integrated Team approach will follow an Integrated Multi-Tiered System of Support Framework to enhance student success.</p>		
<p>1.1.b. Multiple Measures and Data - English Learners</p> <p>1. The Office of Language Acquisition (OLA) will develop and use English Language Development (ELD) Bundles with SDUSD Critical Concepts for Area Superintendents, site administrators, English Language Instructional Resource Teachers (ELIRT), and classroom teachers to develop learning and language targets to continuously analyze and evaluate English Learner (EL) language progress toward grade level expectations. The formative assessment cycle includes teachers and students setting goals to make progress toward language standards. Instructional Leadership Teams (ILTs) and Professional Learning Communities (PLCs) can support teachers and students using a variety of assessment tools to monitor language progress toward the learning standard and language goal. District professional development sessions will demonstrate the correlation and alignment of the ELD Bundles and the Critical Concepts in relation to curricular resources. The Early Learning and Language Acquisition (ELLA) team will expand the work of supporting English Learners (EL) by providing teachers with high-leverage oral language goals that are carefully matched to reading</p>	See actions 1.1.a., 1.8.a., 1.8.c.	See actions 1.1.a., 1.8.a., 1.8.c.

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>standards and the ELD Bundles. The Math team will continue to analyze and monitor student language use and progress in relation to the English Language Development (ELD) Bundles.</p> <p>2. The English Language Development (ELD) Bundles will be used with the Critical Concepts to:</p> <p>a. Monitor the progress of English Learners (EL) including Long Term English Learners (LTEL), newcomers and reclassified students.</p> <p>b. Determine the short-term and long-term needs of English Learners (EL).</p> <p>c. Determine specific actions designed to accelerate English Learner (EL) language acquisition and learning.</p> <p>3. TK-8 teachers participating in Student Centered Coaching Cycles will set language targets using the English Language Development (ELD) Bundles as part of the initial coaching cycle process. Critical Concepts or language rubrics will be used to monitor progress, determine language needs, and determine next steps for language acquisition.</p>		
<p>1.2.a Support for Early Learning Programs – All Students, GATE, Students w Disabilities</p> <p>1. Gifted and Talented Education (GATE) services will transition to a site-based model, overseen by the Office of Leadership and Learning with resources for principals updated annually, such as a GATE resource binder/toolkit. Site-level professional development will ensure successful district-wide implementation.</p> <p>2. Least restrictive environment data from the California Special Education Management Information System (CASEMIS) will be used to determine access and opportunity levels for students with disabilities to participate in educational services along with non-disabled peers.</p>	<p>\$18,734,606 Other - Child Development Fund</p> <p>\$18,910,282 Other - Restricted</p>	<p>\$22,494,530 Other - Child Development Fund</p> <p>\$17,939,990 Other - Restricted</p> <p>\$451,115 Other - Title I</p> <p>\$1,288,896 Other - Title II</p> <p>\$1,383,598 LCFF Base</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Additionally, Individual Education Plan (IEP) services data and course schedule data will be used to ensure students with disabilities are provided appropriate access and opportunity to high quality instruction at all levels.</p> <p>3. TK- grade 2 students will receive differentiated instruction to ensure reading proficiency by Grade 3. A sustained focus of and inquiry into novice English Learner (EL) and special needs readers will be maintained, along with support for schools with high numbers of English Learners (EL) and development of early literacy demonstration sites.</p> <p>4. The district will continue to supplement and provide Early Childhood Education services to meet the needs of thousands of Low Income (LI) families throughout the region. Early Childhood Education leadership services will be organized to support preschool instruction across the district. Program Managers, Operations Specialists, and administrative support staff will be aligned/assigned specific cluster areas to maximize support, build relationships, and build a cohesive vision in alignment with district instructional efforts. Early Childhood Education will also convert open seats in areas that are under-enrolled to areas that are in need of additional spaces. AB 377 will begin, and additional 6.0 and 6.5 hour programs will be offered.</p> <p>5. The Extended Learning Opportunities Department will continue to offer fee-based early educational opportunities, and continue to offer and expand early education in alignment with school day content as identified by school principals.</p>		
<p>1.2.b. Support for Early Learning Programs - English Learners, Foster Youth, Low Income</p>	<p>See actions 1.8.a., 1.8.c., 1.10.a., 1.10.b.</p>	<p>See actions 1.8.a., 1.8.c., 1.10.a., 1.10.b.</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1. The Office of Language Acquisition (OLA) and Leadership and Learning Early Literacy staff will design a multi-year implementation model to build early learning language for English Learners (EL) in Grades TK-2.</p> <p>2. The model has a shared focus on literacy and language development across early learning systems and grades and serves to bridge the achievement gap for all underperforming student groups. High leverage instructional strategies will include structured interactive Read Aloud with explicit language support across the literacy block (Integrated English Language Development [ELD]); connected designated English Language Development (ELD); talk centers; and storytelling/summarizing. The model aligns the Pre-K framework, Common Core State Standards (CCSS), the California English Language Development (ELD) Standards, and the English Language Arts (ELA/ELD) framework. Professional development will support the use and implementation of Common Core State Standards (CCSS) and English Language Development (ELD) Bundles. A modified instructional schedule will be implemented to increase the amount of time students are engaged in reading activities and developing academic English language. Case study work to focus on novice English Learner (EL) readers and student-centered coaching work in schools with high numbers of English Learners (EL) will be implemented.</p> <p>3. The district will continue its communication and recruitment strategies to ensure all eligible students participate in Pre-K and TK. The Family Engagement Team will develop presentations and videos on the district's early learning programs to inform parents and families of early educational opportunities.</p> <p>a. Presentations will be revised based on District Parent Advisory feedback.</p> <p>b. Family Engagement community assistants will continue to inform and increase attendance for early learning programs.</p>		
1.2.c.	\$5,800,834 LCFF S/C	\$2,437,660 LCFF S/C



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Support for Early Learning Programs - English Learners, Foster Youth, Low Income</p> <p>1.PreK - grade 2 students will receive differentiated instruction to ensure reading proficiency by grade 3, including:</p> <p>a. Developing high leverage strategy cards for oral language based on Common Core State Standards (CCSS) and current research.</p> <p>b. A sustained focus of and inquiry into novice English Learner (EL) and special needs readers.</p> <p>c. Development of Pre-k site.</p> <p>2. Lower class sizes will continue to be provided at elementary grades to benefit English Learners (EL), Foster Youth (FY), and Low Income (LI) students.</p> <p>3. Targeted intervention and support will continue to be provided for at-risk learners including Foster Youth (FY) and Low Income (LI) students. These supports will include coaching for school personnel and the development of Multi-Tiered systems of support inclusive of students' needs, family dynamics and community collaborations.</p> <p>4. The district will continue to supplement and provide Early Childhood Education services to meet the needs of thousands of Low Income (LI) families throughout the region. Classrooms will continue to be converted to serve families in areas of need. All other areas will continue to be maximized.</p>		
<p>1.3.a. Support for Student Access to High-Level Coursework Leading to Graduation - All Students, Students w Disabilities, African American, Latino</p> <p>1. Unlocking the Genius will be redesigned for Grade 7 students to ensure Grade 8 scheduling allows for off-campus work-based learning experiences. Unlocking the Genius for Grades 6- 12 will be</p>	<p>\$2,186,679 LCFF Base \$287,053 Other - Title I \$1,607,015 Other - Title II \$1,598,709 Other - Restricted</p>	<p>\$1,840,894 LCFF Base \$74,446 Other - Title I \$161,484 Other - Title II \$2,065,854 Other - Restricted</p>

<p align="center"><b>Planned Actions/Services</b></p>	<p align="center"><b>Budgeted Expenditures</b></p>	<p align="center"><b>Actual Expenditures</b></p>
<p>updated/modified to capture the feedback given by counselors, students and staff. Lessons will be designed to include students in Grades TK-5. We will continue to scale up Unlocking the Genius experiences for students in Elementary schools through an interdepartmental approach.</p> <p>2. Elementary and secondary counselors will work collaboratively to design a comprehensive school counseling approach for Grades K-12 experiences in which every student will engage. These experiences will continue to be supported through the Integrated Multi-Tiered System of Supports (I-MTSS) in empowering all students toward successful completion. Experiences will continue be identified in the areas of college readiness, career readiness, and life readiness. Along with the Unlocking the Genius lessons being designed for students in Grades TK-5, the district will align with the American School Counselor Association (ASCA) Mindsets and Behaviors for Student Success: K-12 College and Career Readiness Standards for Every Student.</p> <p>3. Integrated Youth Services, Area Superintendents, and site counselors will continue to develop aligned school counseling practices throughout the District in order to identify counseling supports and priorities in supports of all students. The Early Warning System (EWS) that was piloted by the Children and Youth in Transition (CYT) Department for middle and high schools will continue. It is designed to identify the students at risk within the areas of attendance, D and F grades, Grade Point Average (GPA) by grading period, citizenship, chronic tardiness, chronic absence, suspensions, referrals, and high school credits earned. Students identified as at-risk are designated to receive Tier 2 and Tier 3 services and supports as needed. The Online Student Profile System (OSPS) that assesses students at risk of not meeting district graduation requirements will continue.</p> <p>4. Individual principal meetings will be held for every site to update College, Career and Technical Education (CCTE) pathways to ensure successful completion rates and availability of UC 'a-g' courses.</p> <p>5. The number of work-based learning opportunities with industry partners will be increased at each secondary school.</p>		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>6. Graduation rates and dropout prevention will be monitored for students with disabilities, as informed by State Performance Plan Indicators for Special Education and District Improvement Plans. The district will continue to work with the Special Education Community Advisory Committee (SpEd CAC) to educate parents about graduation pathways and requirements. The Special Education Division and the Office of School Innovation and Integrated Youth Services will develop and align training to expand graduation pathways for students with disabilities.</p> <p>7. Increased training and districtwide support will be provided on the development of Transition Plans for students with disabilities, and linking the plans to student educational programs and schedules. Central Office supports to site teams in the Change of Placement process with side by side coaching around appropriate Transition Plans will be implemented.</p> <p>8. Children and Youth in Transition (CYT) staff will continue to provide coaching to multiple schools in monitoring youth in transition student progress toward graduation and post-secondary enrollment with emphasis on students with disabilities, and African American and Latino students.</p> <p>9. College, Career and Technical Education (CCTE) will continue to partner with school counselors to provide in-service trainings on CCTE pathways, UC 'a-g' approved courses, and UC/CSU articulation. All CCTE courses will be UC 'a-g' approved, articulated with the community college district, or nationally accredited (i.e., NIMS, NATEF). Articulation agreements with the community college district will be developed for five additional courses. Expansion of the Career Technical Education Equity Program (CTEEP) will increase the enrollment of underrepresented students in these courses.</p> <p>10. Area Superintendents, principals, the Office of School Innovation and Integrated Youth Services, secondary counselors, in collaboration</p>		

<p style="text-align: center;"><b>Planned Actions/Services</b></p>	<p style="text-align: center;"><b>Budgeted Expenditures</b></p>	<p style="text-align: center;"><b>Actual Expenditures</b></p>
<p>with the Special Education Division and Office of Language Acquisition (OLA) will partner to ensure that appropriate structures, supports and resources are in place for all students to access rigorous UC ‘a-g’ coursework, support and interventions, stay on track to graduate and are prepared for college, career and community. Well-articulated pathways for Grades 6-12 will be developed and designed to meet the continuum of needs for students to graduate ready for college, career and community. Dual language pathways at targeted middle and high schools will be strengthened and expanded. Dual language pathways will be strengthened with support in implementing STEAM/Project Lead the Way Spanish curricular resources Dual Language course options (Spanish Language Arts [SLIM], French Language Arts [FLIM], and Mandarin Language Arts [MLIM]) will be added at Pershing Middle School.</p> <p>11. Children and Youth in Transition (CYT) staff will build capacity within multiple schools to support and monitor the progress of our children and youth in transition toward graduation and post-secondary enrollment with emphasis on English Learners (EL) and youth in transition (foster, homeless).</p> <p>12. Services for our students experiencing homelessness, and those identified as foster youth and/or refugee will be provided by enhancing the capacity of our school sites to support identified school populations and building supports and resources that will support school sites in addressing student needs as determined by needs assessments.</p> <p>13. The Office of Language Acquisition (OLA) will continue to monitor student progress toward graduation and access to advanced pathways with an emphasis on English Learners (EL), students with disabilities, youth in transition and African-American and Latino students. English Language Instructional Resource Teachers (ELIRTs) will monitor the progress of the GradNation, and Grade 9 cohort, toward graduation, and review transcripts to ensure they are on track for graduation, and facilitate students’ re-commitment.</p>		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.3.b. Support for Student Access to High-Level Coursework Leading to Graduation - English Learners, Foster, Homeless, Low Income</p> <p>1. (Action/Service will not continue for 2019-20)</p> <p>2. Integrated Multi-Tiered Systems of Support (I-MTSS) will be implemented in Grades TK-12 through the Academics and Agency (A2) model by ensuring the essential elements and solution seeking processes are in place at all schools. Alignment of IMTSS supports will continue through our IMTSS School Pilot and participating schools.</p> <p>3. (Completed 2017-18.)</p> <p>4. Lower class sizes will continue to be provided at middle grades to benefit English Learners (EL), Foster Youth (FY), and Low Income (LI) students.</p>	<p>\$4,617,246 LCFF S/C</p>	<p>\$2,791,704 LCFF S/C</p>
<p>1.4.a. Supplemental School Allocations for Multiple Levels of Support - English Learners, Foster Youth, Low Income</p> <p>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 Plan for Student Achievement (SPSA). School Site Councils (SSC) will work with school instructional team members in consultation with site advisory groups, including parents and community members, in SPSA development. Supplemental Intervention were determined at the site level and required to be within</p>	<p>\$10,486,404 LCFF S/C</p>	<p>\$9,316,092 LCFF S/C</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
one of three categories: classroom support, professional development and classroom intervention.		
<p>1.4.b. Supplemental School Allocations for Multiple Levels of Support - Low Income (Title I Schools)</p> <p>1. Eligible schools will receive supplemental Title I funds, proportionate to the number of Low Income (LI) students. Each school will provide supplemental educational services, supports, and interventions to increase achievement based on the needs of their students.</p>	\$15,519,503 Other - Title I	\$14,100,807 Other - Title I
<p>1.5.a. Additional Intervention and Student Support - All Students, Students w Disabilities</p> <p>1. A general education core course credit recovery Summer School program will be offered in 2017, 2018, and 2019 and will include increased opportunities for students with disabilities to participate in summer programs based on individual student transition plans, graduation plans, and needs identified in Individual Education Plans (IEP).</p> <p>2. Innovation Centers will be fully staffed and operational at Crawford, Hoover, Morse, Lincoln and San Diego High Schools to offer UC 'a-g' approved curriculum for enrichment, acceleration and intervention.</p> <p>3. The Instructional Technology Department will continue to support and expand online professional learning opportunities for administrators and teachers and continue the move toward pedagogy and instruction, not just technical information. This will include supporting departments on website development and easy access to resources. A new website will be published with tutorials and examples of best practices with new equipment.</p>	<p>\$10,060,856 Other - Title I</p> <p>\$4,244,172 Other - Restricted</p>	<p>\$11,519,517 Other - Title I</p> <p>\$2,995,863 Other - Restricted</p> <p>\$7,616,107 Federal Funds</p> <p>\$57,120 LCFF Base</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>4. Counseling services will continue to be provided for all students at elementary, middle and high school to emphasize students' strengths and to support the unique, emotional and personal needs of students under an Integrated Multi-Tiered Systems of Support (I-MTSS)</p> <p>5. Nursing services to support the academic, health and wellness needs of students will be provided, with a focus on: attendance; social emotional health; expansion of collaboration with community providers/partners and the inclusion of Health and Human services at each of the Wellness Centers; and working with other departments through the District Wellness Initiative's Council and Integrated Multi-Tiered Systems of Support (I-MTSS) framework to provide resources and interventions to support to student achievement.</p> <p>6. The Instructional Technology Department will continue to collaborate with central office resource teachers and classroom teachers on designing differentiated and needs based instruction using digital tools. With the expansion of the STEAM program to 1st grade, the Instructional Technology staff will work side by side with resource teachers for the curriculum writing, professional development, and coaching. The Instructional Technology Department will support the implementation of the Guaranteed and Viable Curriculum (GVC). The Instructional Technology Department will be an integral part of the professional learning. The Instructional Technology Department will broaden the use of Canvas, a learning management system, across middle and high schools. Support for Canvas implementation at the secondary level will be addressed in face to face support as well as online learning opportunities.</p> <p>7. All schools, site administrators and Area Superintendents will be provided with support in the development and implementation of quality Integrated Multi-Tiered Systems of Support (I- MTSS). The I-MTSS is composed of Tier 1 - Research-Based Core Instruction, Tier 2 - Targeted Intervention, and Tier 3 - Intensive Intervention. I-MTSS addresses academic as well as the social, emotional, and behavioral development of children from early childhood to graduation; provides</p>		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>multiple levels of support for all learners (struggling through advanced); and aligns resources and supports for students receiving instruction and for teachers and other support staff who are delivering the instruction. The I-MTSS model ensures that practices, policies, and programs are aligned on classroom, school, and district levels.</p> <p>8. Support courses for middle and high school students identified as needing additional help in reading will be provided. Additional professional development to support assessment and instruction for adolescent novice readers will be provided to teachers of these courses. Area Superintendents will continue to teach into the 13 Master Schedule expectations with principals as they develop their master schedules.</p> <p>9. Professional development opportunities for College, Career and Technical Education (CCTE) teachers will be provided.</p> <p>10. After school tutoring and remediation will be provided through 21st Century CCLC funds.</p> <p>11. Middle and high school sites will be supported to use diagnostic data to build master schedules and supports for students.</p> <p>12. The district will implement a strategic approach for CSI schools, including data assessment, evaluation and planning principal partnership support, and differentiated support for site specific needs.</p>		
<p>1.5.b. Additional Intervention and Student Support - English Learners, Foster Youth, Low Income</p> <p>1. All high school students will have the opportunity to participate in UC 'a-g' approved online courses including Advanced Placement (AP), first time credit, and credit recovery courses.</p> <p>2. Additional teachers may be allocated to schools after site enrollment is finalized. One of the factors considered is the numbers of English Learners (EL), Foster Youth (FY) and Low Income (LI) students.</p>	<p>\$8,546,606 LCFF S/C</p>	<p>\$9,787,432 LCFF S/C</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>3. The district will continue to offer additional educational opportunities for students who need academic support and enrichment (e.g., Saturday School, Extended Learning Opportunities, Response to Instruction Intervention (RTII)) and, continue working with multiple partnerships to design and expand the menu of academic and enrichment options aligned with the regular school day content in collaboration with school principals.</p>		
<p>1.6. Cultural Proficiency – All Students, Students w Disabilities, African American, Latino</p> <p>1. Area Superintendents will continue to use the tools and resources provided by the National Equity Project (NEP) and NISL to ensure that site leaders continue to strengthen equity leadership.</p> <p>2. (Completed 2017-18.)</p>	<p>See actions 3.3., 3.4., 3.5.</p>	<p>See actions 3.3., 3.4., 3.5.</p>
<p>1.7.a. Additional Support for Students with Disabilities</p> <p>To provide for improved outcomes and close the achievement gap for students with disabilities, the Special Education Division will coordinate, design, and provide for specialized and age- appropriate programs, services, and supports for students, birth to age 5, Grades TK-12, and ages 18-22. Programs and program services will include:</p> <p>1. Providing special education teachers and assistants (e.g., mild/moderate, moderate/severe, deaf and hard of hearing).</p> <p>2. Providing additional student support services (e.g., occupational therapy, physical therapy, nursing services, speech and language, and services for the visually impaired).</p>	<p>\$176,784,896 LCFF Base \$122,197,660 Other - Restricted \$4,700,000 Other- Other Unrestricted</p>	<p>\$173,926,403 LCFF Base \$122,356,537 Other - Restricted \$4,700,000 Other- Other Unrestricted</p>

<p style="text-align: center;"><b>Planned Actions/Services</b></p>	<p style="text-align: center;"><b>Budgeted Expenditures</b></p>	<p style="text-align: center;"><b>Actual Expenditures</b></p>
<p>3. Providing instructional support, including:</p> <ul style="list-style-type: none"> <li>a. Resource and support staff to identify, develop, and provide professional development, coaching, and instructional tools and resources.</li> <li>b. Site administrators to provide guidance, leadership, and support for each area.</li> <li>c. The special education trans-disciplinary team providing training and support to administrators, teachers and paraeducators for English Learners (EL) with disabilities and monitoring and refining a comprehensive evaluation process for referrals, identification and placement, and appropriate services.</li> <li>d. Offering an Extended School Year (Summer Program).</li> <li>e. Providing specialized equipment, tools and resources to meet the instructional or physical needs of students.</li> <li>f. Providing professional development and training in administrative support and leadership for special education; quality instruction at all grade levels; accommodations and modifications that lead to student success and access to instruction; high quality Individual Education Plan (IEP) development.</li> </ul> <p>4. Providing central office support for program implementation, technical support, and oversight for state and federal requirements.</p> <p>5. Offering a variety of specialized schools.</p> <p>6. Developing, implementing, and monitoring quality student-centered Individual Education Plans (IEPs), including documentation and adherence to requirements and timelines.</p> <p>7. Providing quality professional development opportunities for both certificated and classified staff to build capacity in providing high quality instructional opportunities for students with disabilities and administrator support training focused on understanding and leading high quality Individual Education Plans (IEPs) and translating those IEPs into high quality instruction for students with disabilities. A “New Teacher Academy” will be established in partnership with the Teacher Induction</p>		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>program to support the work of new Special Education teachers and interns.</p> <p>8. Ongoing collaboration with the Office of School Innovation and Integrated Youth Services, Leadership and Learning, and Instructional Cabinet to increase graduation rate for students with disabilities.</p> <p>9. Reviewing and examining the continuum of placement and service options at all levels, Pre-k - age 22. This work will continue as a partnership committee (San Diego Education Association [SDEA] representatives, SpEd CAC representatives, Special Education Division representatives) into the 2019-20 school year.</p> <p>10. Improving systemic supports and communication from the Special Education Division.</p>		
<p>1.7.b. Additional Support for Unduplicated Students (English Learners, Foster Youth, and Low Income)</p> <p>To provide for improved outcomes and close the achievement gap for students with disabilities, the Special Education Division will coordinate, design, and provide for specialized and age- appropriate programs, services, and supports for students, birth to age 5, Grades TK-12, and ages 18-22. Programs and program services will include:</p> <p>1. Providing dedicated translators and interpreters for student support, trained to communicate specialized elements of special education and other supports to ensure parents, families, and caregivers are fully included in the student's education. The Special Education translation/interpreter department will be relocated to Kimbrough Elementary School to continue to reduce travel time and increase availability for meeting attendance. The Special Education Division will continue to collaborate with parents to create additional layers of American Sign Language (ASL) training and ability level training to</p>	<p>\$995,982 LCFF S/C \$22,634,550 LCFF Base</p>	<p>\$0 \$22,177,158 LCFF S/C</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>provide communication opportunities for hearing parents with students who are deaf. The translations/interpreter contract for outside service will be awarded to a different vendor which will decrease cost and improve services for languages other than English (LOTE).</p> <p>2. Increased emphasis on behavioral supports and systems in schools to reduce the number of suspensions, expulsions and out of school placements (in alignment with the district's Restorative Justice Practices [RJP] and Positive Behavioral Interventions and Support [PBIS] work). Continuing education for school sites and Special Education staff regarding alternatives to expulsion will be provided. Integrated Youth Services will continue to build capacity within sites to enhance their systems of support to address student discipline, following Restorative Justice Practices framework. IYS will continue to support sites in building capacity for the creation of Integrated Student Systems, Clarification of School-Discipline expectations, Consistency in Behavior Referral Process and Re-Entry Plans.</p> <p>3. The district will continue to provide additional teachers to lower special education caseloads and class sizes to focus additional support for English Learners (EL), Foster Youth (FY) and Low Income (LI) students.</p> <p>4. The district will maintain its focus on centralized support of over-represented students within special education, specifically English Learners (EL), Foster Youth (FY) and Low Income (LI) students.</p>		
<p>1.8.a. Additional Support for English Learners</p> <p>1. The Office of Language Acquisition (OLA) will collaborate with and inform families and parents to provide organized English Learner (EL) support with an emphasis on:</p> <p>a. The Family Outreach and Support Team will collaborate with sites to create Cluster English Learner Advisory Committees (ELAC) and</p>	<p>\$5,773,756 LCFF S/C</p>	

<p style="text-align: center;"><b>Planned Actions/Services</b></p>	<p style="text-align: center;"><b>Budgeted Expenditures</b></p>	<p style="text-align: center;"><b>Actual Expenditures</b></p>
<p>continue to establish and grow ELACs at sites by utilizing ELAC training modules, and presenting English Learner (EL) data at cluster meetings.</p> <p>b. Providing training and support for the annual testing of English proficiency.</p> <p>c. Revising and strengthening district programs based on State recommendations.</p> <p>d. Design a menu of options identifying best first practices for English Learners (EL) identified in the California English Language Arts/English Language Development (ELA/ELD) Framework. ELD Specialists and English Language Instructional Resource Teachers (ELI- RTs) will design professional development sessions focused on Designated ELD lessons modeling language support correlated to different content areas (e.g., Number Talks- Mathematics, Science, or ELA).</p> <p>e. Support sites with the Integrated Multi- Tiered Systems of Support (I-MTSS) for English Learner (EL) by incorporating the strategies adopted by district training and research based practices.</p> <p>f. Students with Interrupted Formal Education (SIFE)/Refugee Committee, including conducting two Working Group meetings in the Hoover and Crawford Clusters in an effort to transition and establish SIFE (site) committees to support International Centers. International Center sites within the Hoover and Crawford cluster will designate teacher, counselor, administrator, community and student voice to gather and share student data and attend meetings. The intention is to address the specific needs of students at the site and develop a replicable process for welcoming, engaging, and supporting the needs of refugee students and their families.</p> <p>2. Area Superintendents, Common Core Cluster Support Teachers (CCCST), English Language Instructional Resource Teachers (ELIRT), in collaboration with the Office of Language Acquisition (OLA), will organize to support schools in the prevention of Long Term English Learners (LTEL) and underperforming reclassification students. English Language Instructional Resource Teachers (ELIRT) and school site English Learner (EL) coordinators will meet to review the reclassification process and expectations, discuss and inform protocol with parents/guardians through site English Learner Advisory Committees (ELAC), and conduct reclassification goal-setting conversations with</p>		

<p align="center"><b>Planned Actions/Services</b></p>	<p align="center"><b>Budgeted Expenditures</b></p>	<p align="center"><b>Actual Expenditures</b></p>
<p>students. During student- centered coaching cycles, the focus will be on Critical Concepts and English Language Development (ELD) Bundles to create learning and language targets and goals.</p> <p>3. To promote accelerated English Language Development (ELD), all TK-12 English Learners (EL) will be provided with appropriate Integrated and Designated English Language Development (ELD) instruction until they are reclassified as English proficient. At the elementary level, daily Integrated and Designated ELD instruction will be provided utilizing standards in the form of the Critical Concepts and ELD Bundles (CA ELD Standards). Middle and high school master schedules will provide appropriate courses, levels, and sections of Designated ELD classes to support English Learners (EL). Schools with high numbers of recently arrived/immigrant students will provide daily Integrated and Designated ELD instruction as well as access to grade level core curriculum, and ensure that they are provided appropriate differentiated instruction.</p> <p>4. English Language Development (ELD) instructional specialists and or English Language Instructional Resource Teachers from the Office of Language Acquisition (OLA) will support middle schools offering professional development modules and staff development focused on strategies to support academic language acquisition and access to core content.</p> <p>5. The district will continue to offer a Summer School program that provides opportunities and support for acceleration of English Learners (EL).</p> <p>6. The district will increase written translation and oral interpretation services for families.</p> <p>7. The district will develop an English Learner (EL) Roadmap (master plan) that includes student expectations, grade level goals and well-articulated pathways for 21st Century college, career, and community readiness.</p>		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>8. The Office of Language Acquisition (OLA) will meet with the Students with Interrupted Formal Education (SIFE) and refugee students' committee Working Group twice per year to adjust, refine and ideate on the site SIFE model. The committee composed of staff, parents, community members and students, will seek solutions for the unique academic social and emotional needs of SIFE and refugee students. (SIFE includes students in Grades 4- 12 who have experienced disruptions in their education in their native countries and/or the United States such that they are one or more years behind their grade level peers academically, and/or are unfamiliar with the culture of schooling.) Site committee meetings will be strategically aligned with schools with International Centers (e.g., Crawford High School, Mann Middle School) to allow school/teacher collaboration, building awareness of specific needs, and joint solution seeking for each student.</p>		
<p>1.8.b. Additional Support for English Learners</p> <p>1. In collaboration with Area Superintendents and Instructional Support Officers, the Office of Language Acquisition (OLA) will identify schools with high percentages of English Learners (EL) and coordinate an Adelante Instructional Resource Support Cycle to build teacher capacity to implement curricular resources to serve English Learners (EL) and record student progress. The English Language Instructional Resource Teachers (ELIRTs) will provide supports for dual language schools focused on the adopted curriculum for Grades K- 5. The Adelante Instructional Resource Support Cycle will be aligned to the Student Centered Coaching Cycle structure.</p>	<p>\$26,257,587 LCFF Base</p>	<p>\$25,938,128 LCFF Base</p>
<p>1.8.c. Additional Support for English Learners</p> <p>1. The Office of Language Acquisition (OLA) will provide professional learning opportunities to school sites that focus on instruction and</p>	<p>\$2,786,208 Other - Title III</p>	<p>\$5,904,994 Other - Title III \$334,381 Other - Title II</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>supports for English Learners (EL) (e.g., biliteracy, dual language, and secondary world language) in compliance with state and federal requirements. In collaboration with the Office of School Innovation and Integrated Youth Services and Area Superintendents, OLA will provide support to schools with English Learners (EL) through the implementation of Science, Technology, Engineering and Math (STEM) pathways to disrupt, discover, and dream (a multiple year grant project in the Kearny, Clairemont, Mission Bay, and Point Loma Clusters).</p>		
<p>1.9. Additional Support for Foster and Homeless Youth</p> <p>1. (Moved to Section 4.3.a./b.2).</p> <p>2. (Moved to Section 4.3.a./b.2).</p> <p>3. Children and Youth in Transition (CYT) department will continue to build site capacity and provide resources to school sites as needed in order to support students and families. The CYT Department will also continue its collaboration with community agencies, community partners and CYT organizations within the San Diego community to increase students' academic, social/emotional and college/career readiness and supports.</p>	<p>See actions 4.3.a., 4.3.b.</p>	<p>See actions 4.3.a., 4.3.b.</p>
<p>1.10.a. Additional Support for African American and Latino Students</p> <p>1. The district will recruit teachers and staff that are reflective of and possess the cultural proficiency to effectively engage its diverse student population. A collaborative process will be implemented to identify staffing needs continuing in the 2019 - 20 school year. Collaborative conversations with principals, the Office of School Innovation and Integrated Youth Services, Area Superintendents, Finance and Human</p>	<p>\$17,500 Other - Title II</p>	<p>\$647 Other - Title II \$902,192 Other - Title I \$363,460 Other - Restricted \$348,630 LCFF Base</p>



<p style="text-align: center;"><b>Planned Actions/Services</b></p>	<p style="text-align: center;"><b>Budgeted Expenditures</b></p>	<p style="text-align: center;"><b>Actual Expenditures</b></p>
<p>Resource Services will focus on the principal using student data to identify courses necessary to ensure that all students are progressing toward a meaningful graduation. This process will set the district on a path to ensure the staffing and budgeting process for the upcoming school year is efficient and that full staffing will be in place by the start of the next school year.</p> <p>2. Site administrators and classroom teachers will routinely analyze data on the achievement of African American and Latino students and develop, implement, and monitor support plans designed to improve each student’s achievement, attendance, and behavior by providing support to school teams around strengthening Professional Learning Communities (PLC) and Integrated Multi-Tiered Systems of Support (I-MTSS) with a focus on prevention as well as intervention. Area Superintendents will continue to support school leaders to analyze data and identify root causes for underperformance for Latino and African American Students. Area Superintendents will also continue to support site leaders to develop a strategic plan of action with specific goals and action steps designed to ensure continuous improvement for Latino and African American students. Professional learning for site leaders specifically focused on strengthening I-MTSS will continue.</p> <p>3. The district will continue to increase enrollment of males of color and other underrepresented students in advanced courses (e.g., Advanced Placement [AP], International Baccalaureate [IB], college classes, and College, Career and Technical Education [CCTE] capstone courses [the last course in a planned sequence necessary for employment in an identified occupation]).</p> <p>4. The district will continue to develop courses and units with an Ethnic Studies perspective using culturally empowered curriculum and culturally relevant curricula products (i.e., lesson plans and resources).</p> <p>5. The district will continue to monitor the progress of males of color using formative assessments and other measures, intervening when students are not demonstrating growth and provide ongoing support for school teams to develop systems and structures for monitoring progress</p>		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>toward priority standards using common formative assessments and proficiency scales. All schools have developed goals for students of color in their Single Plans for Student Achievement (SPSA) and will monitor progress throughout the year.</p> <p>6. In partnership with the San Diego Workforce Partnership, the district will develop new work-based learning opportunities for underrepresented student populations, including paid and unpaid internship opportunities.</p> <p>7. The district will continue to expand the Student Equity Coalition and Student Equity Ambassador group to address educational inequities identified by Student Equity Ambassadors. A series of meaningful Student Equity Coalition experiences will be developed that includes representation from a cross-section of Student Equity Ambassadors from middle and high schools.</p>		
<p>1.10.b. Additional Support for Low Income Students</p> <p>1. The Family Engagement Team will develop presentations, printed resources, and videos on the district’s early learning programs to inform parents and families of educational opportunities.</p> <p>2. The district will improve graduation rates for African American and Latino students.</p> <p>3. The district will support the expansion and development of student advocacy groups at all secondary schools where students’ cultures and identities can be explored and nurtured. These advocacy groups will also serve as mechanisms for students to connect to organizations and events in the broader community.</p> <p>4. The district will provide support for parents and families of underachieving African American and Latino students.</p>	<p>\$1,274,587 LCFF S/C</p>	<p>\$1,173,088 LCFF S/C</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>5. Project Ujima will continue to increase parent engagement by partnering with all families and providing culturally focused learning opportunities promoting positive social behavior and academic achievement for all students.</p> <p>6. The Youth Advocacy Team will work to identify and explore cultural identities and/or student identified inequities to begin building bridges in support of increasing student achievement, activating student voice as owners of their learning.</p> <p>7. The Family Engagement Team will engage parents in identifying ways to increase parent engagement through integrating the Process of Continuous Improvement and incorporating other formative measures such as data dialogues, home visits and assessing the effectiveness of existing current family engagement strategies.</p> <p>8. The district will expand Restorative Justice Practices (RJP) and Positive Behavioral Interventions and Support (PBIS) and provide professional development to promote effective and positive behavior support strategies at each school. Professional development opportunities will be focused on building site based capacity as to support and improve students' sense of safety and belonging within their school community. Professional development will also emphasize the important role Culturally Responsive Practices play in the discipline process to prevent, address and build cultures that are safe and inclusive of all students.</p>		

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

No Significant Variance.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

SDUSD has maintained a commitment to closing the opportunity and achievement gap for all students with a concentrated focus on English Learners, students receiving special education services, foster youth, low income students, African American students, Latinx students, and homeless students. In the 2019-2020 school year, SDUSD launched three board initiatives to address opportunity and achievement gaps: 1) The development of standards-based critical concepts in the four core content areas which outlined the priority standards and concepts that students should master. Critical concepts were accompanied by proficiency scales which delineated the developmental knowledge and skills students need to master priority standards. 2) Integrated multi-tiered systems of support to meet the unique and diverse needs of students in the student groups mentioned above. 3) Systems and structures to assess the social-emotional and mental health needs.

The successes to note for closing opportunity gaps Include the following:

- TK-8 Student Centered Coaching Cycles in Literacy and Mathematics that demonstrated measurable impact
- Clear Master Schedule expectations for middle and high school which ensured access to challenging curriculum for all students
- Extended learning opportunities and free based early educational opportunities
- Effective recruitment for eligible students to enroll in PreK and TK
- Reclassification Rates
- Graduation Rates

Additional success for English Language Learners Included:

- Focused efforts to ensure that every school site has a functioning English Learner Advisory Committees (ELAC)
- The Office of Language Acquisition (OLA) supported sites with the Integrated Multi-Tiered Systems of Support (I-MTSS) for English Learners (EL) by incorporating the strategies adopted by district training and research based practices. The District developed and used English Language Development (ELD) Bundles with SDUSD Critical Concepts
- The Early Learning and Language Acquisition (ELLA) team expanded the work of supporting English Learners (EL) by providing teachers with high-leverage oral language goals. TK-8 teachers participated in Student Centered Coaching Cycles and set language targets
- The Office of Language Acquisition (OLA) and Leadership and Learning Early Literacy staff designed a multi-year implementation model to build early learning language for English Learners (EL) in Grades TK-2.

Additional successes for Students receiving Special Education Services:

- Least restrictive environment data from the California Special Education Management Information System (CASEMIS) will be used to determine access and opportunity levels for students with disabilities to participate in educational services along with non-disabled peers.
- A general education core course credit recovery Summer School program in 2019 included increased opportunities for students with disabilities to participate in summer programs based on individual student transition plans, graduation plans, and needs identified in Individual Education Plans

- The District developed focused actions to reduce disproportionality of disciplinary actions experienced by all students, with a specific focus on students with disabilities.

The District experienced the following challenges:

Many of the strategies for closing the opportunity and achievement gap for the District's most vulnerable learners were interrupted by the school closures in March of 2020. This is further exacerbated by the fact that many of the services were planned to be delivered in person. Below is a list of the primary challenges experienced:

- The District found that the students who were not logging into distance learning were primarily from focus students groups. The District addressed this challenge by ensuring that the most vulnerable students had access to technology (devices and hot spots) first. The District also implemented comprehensive outreach efforts to locate students and families who were absent from distance learning.
- Site Leaders difficulty to monitor the effectiveness of instruction despite educators having access to curricular resources and training.
- Students' primarily received instruction in whole group settings and did not engage in small group or individualized learning experiences on a consistent basis.
- Parents and families were tasked with supporting students with learning at home while navigating use of technology. This was challenging for all families even more challenging for families of students who represent the focus groups
- Building relationships was a cornerstone of efforts to close the achievement gap. Student and parent connectedness to the school community were compromised as a result of the school closure.
- Student Centered Coaching and in-class support to educators and students were negatively impacted as a result of school closures and our transition to distance learning.

## Goal 2

### Access to Broad and Challenging Curriculum

State and/or Local Priorities addressed by this goal:

State Priorities:    Priority 1: Basic (Conditions of Learning)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 7: Course Access (Conditions of Learning)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:    Access to Broad and Challenging Curriculum

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            Availability of standards aligned instructional materials as measured by annual Board resolution</p> <p><b>19-20</b>            100%</p> <p><b>Baseline</b>            100%</p>	<p>100%</p>
<p><b>Metric/Indicator</b>            Completion of 'a- g' course sequence with grades of C or higher demonstrating a broad course of study for unduplicated students and students with exceptional needs</p> <p><b>19-20</b>            65.6%</p> <p><b>Baseline</b>            59.6%</p>	<p>73.8%</p>
<p><b>Metric/Indicator</b>            Students on track after their second year of high school for the district course sequence (a-g) included in district graduation requirements</p>	<p>Metric retired</p>

Expected	Actual
<p><b>19-20</b> 81.7%</p> <p><b>Baseline</b> 71%</p>	
<p><b>Metric/Indicator</b> Increased enrollment and passage rates in advanced coursework (AP mandated)</p> <p><b>19-20</b> AP Part: 48.3% AP Pass: 68.3%</p> <p><b>Baseline</b> AP Part: 42% AP Pass: 59.4%</p>	<p>AP Part: 45.7% AP Pass: 61.3%</p>
<p><b>Metric/Indicator</b> Career Technical Education (CTE) course sequence completion (seniors passed 3 or more courses)</p> <p><b>19-20</b> 64.6%</p> <p><b>Baseline</b> 56%</p>	<p>70.6%</p>
<p><b>Metric/Indicator</b> Percentage of students earning D and F Grades in all subjects</p> <p><b>19-20</b> Grade 6: 8.7%; Grade 7: 11.8%; Grade 8: 11.8%; Grade 9: 20.7%; Grade 10: 16.6%; Grade 11: 11.7%; Grade 12: 7.2%</p>	<p>Grade 6: 10.3%; Grade 7: 12.5%; Grade 8: 13.4%; Grade 9: 23.2%; Grade 10: 18.1%; Grade 11: 13.1%; Grade 12: 8.9%</p>

Expected	Actual
<p><b>Baseline</b> Grade 6: 10.2%; Grade 7: 13.3%; Grade 8: 13.3%; Grade 9: 23.7%; Grade 10: 18.6%; Grade 11: 13.2%; Grade 12: 8.7%</p>	
<p><b>Metric/Indicator</b> Percentage of students earning a Seal of Biliteracy</p> <p><b>19-20</b> 7.7%</p> <p><b>Baseline</b> 6.7%</p>	6.5%
<p><b>Metric/Indicator</b> Elementary students participate in a broad course of study as measured by marks in all subject areas on report cards</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	100%

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2.1. Pathways to College and Career Readiness - All Students, Students w Disabilities</p> <p>1. The district will continue to ensure that all students have access to and participate in well- articulated programs and course pathways that lead to meaningful graduation and readiness for college, career and</p>	<p>See actions 1.2.a, 1.2.c., 1.3.a, 1.3.b., 1.5.a., 1.5.b., 1.7.a., 1.7.b., 1.8.a., 1.8.b., 1.8.c., 1.10.a., 1.10.b., 2.2.a., 2.2.b.</p>	<p>See actions 1.2.a, 1.2.c., 1.3.a, 1.3.b., 1.5.a., 1.5.b., 1.7.a., 1.7.b., 1.8.a., 1.8.b., 1.8.c., 1.10.a., 1.10.b., 2.2.a., 2.2.b.</p>



<p style="text-align: center;"><b>Planned Actions/Services</b></p>	<p style="text-align: center;"><b>Budgeted Expenditures</b></p>	<p style="text-align: center;"><b>Actual Expenditures</b></p>
<p>community. Ongoing support for cluster alignment and strengthening pathways and programs will continue.</p> <p>2. The district will monitor master schedules to ensure access to UC ‘a-g’ courses for all high school students and all student groups, and provide support for the writing of more UC a-g courses in content areas.</p> <p>3. The Office of College, Career and Technical Education (CCTE) will also monitor master schedules to ensure CCTE pathway completion.</p> <p>4. The Special Education Division will continue to make improvements and refinements to the moderate/severe program to ensure meaningful graduation for students with disabilities, including:</p> <ul style="list-style-type: none"> <li>a. Purchase of Unique/News 2 You curriculum for moderate/severe classroom teachers to improve curricular resources and supports for moderate/severe students and teachers.</li> <li>b. All students will have access to all general education materials and resources.</li> <li>c. Continued professional development and coaching opportunities.</li> <li>d. Implementation of a “New Teacher Academy” for new special educators to ensure they have an opportunity to build their skills in all areas.</li> <li>e. Continued collaborative work with the Office of School Innovation and Integrated Youth Services, Leadership and Learning, and Instructional Cabinet to ensure students have access to all classes, including UC A-G courses and CTE pathways leading to meaningful participation and meaningful graduation.</li> </ul> <p>5. Unlocking the Genius lessons for Grades 6-12 will be reviewed and redesigned based on feedback from students, counselors and staff. New Unlocking the Genius lessons for Grades TK-5 will be designed and implemented through a phased-in approach at selected elementary schools.</p>		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>6. The district will continue to use Naviance and Thrively assessment models to enrich students' experiences in schools and provide increased awareness of students' strengths.</p> <p>7. The district will continue to promote student agency in Grades 6-12. Project-based learning (PBL) will include interdisciplinary pathways for middle and high schools, with common planning time for middle and high school staffs. The Project Based Learning Summer Institute will provide the necessary structure for interdisciplinary teams at the secondary level to design and implement a fully integrated rigorous project. The Institute will be personalized for both new and veteran teams and includes a "PBL Slice" experience to provide a hands-on experience for teachers with quality PBL practices, as well as an industry job shadow for teachers. The Summer 2019 Institute will include direct on-site partnership of industries in the development of a client-based project, student attendance and voice in the construction of the project, and an administrative "Exhibition" gallery walk to promote equity in district-wide expectations.</p> <p>8. Partnerships with the USS Midway, the San Diego Zoo, Raytheon, Illumina, the Maritime Alliance and others will yield additional opportunities for both middle and high school students with a goal that all Grade 8 and high school pathway students will engage in at least one off-campus, work-based learning experience. A comprehensive onboarding package for potential partners to engage with students on the work-based learning continuum will be developed to support this effort.</p> <p>9. A multi-year and multi-tiered mathematics teaching and learning pipeline will be developed and implemented which includes writing in mathematics, communicating mathematical reasoning, and developing mathematical arguments in all TK-12 classrooms. All professional development will be anchored in classroom work, aligned to the development of Guaranteed and Viable Curriculum in IM1 and IM2 in 2019-2020, and allow for integration across multiple subjects, including but not limited to the district's TK-12 Science Technology Engineering Arts and Math (STEAM) pipeline efforts.</p>		
2.2.a.	\$5,500,440 LCFF Base	\$3,652,163 LCFF Base

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Enriched and Enhanced Learning Opportunities - All Students, GATE</p> <ol style="list-style-type: none"> <li>All students will continue to have access to advanced courses and learning opportunities including Advanced Placement (AP), International Baccalaureate (IB), honors, college courses and Gifted and Talented Education (GATE). Area Superintendents will also monitor test taking and pass rates. A series of informational videos and handouts will be developed to provide information to students and parents to increase enrollment in advanced courses.</li> <li>Advanced Placement (AP) training will be provided on-site for personalized workshops at each AP school site to expand their unique AP program and support their students. An AP Toolbox website was created for educators to access resources for their classes, exams, and resources their students and families. While currently linked to educators and Office of School Innovation and Integrated Youth Services website, the AP Toolbox will be linked to the district's main page in multiple places, including the website being developed in response to the Student Equity Coalition's request.</li> <li>Advancement Via Individual Determination (AVID) training will continue to be offered.</li> <li>The district will continue to administer the Cognitive Abilities Test (CogAT). District- certified teachers in all content areas, Grades 3- 8, will provide Gifted and Talented Education (GATE) instructional strategies. Principals will be provided a GATE resource binder/toolkit to plan, clarify, and improve the GATE program at individual school sites.</li> <li>The district will continue to provide culturally enriching, off-site experiences for selected schools, including activities at Old Town, Balboa Park and Mission Trails Regional Park.</li> <li>The district will ensure that qualifying students have financial support to access Advanced Placement (AP) and International Baccalaureate (IB) courses and exams.</li> </ol>	<p>\$3,573,942 Other - Title I  \$2,419,895 Title IV  \$2,077,551 Other - Restricted</p>	<p>\$4,854,678 Other - Title I  \$4,175,523 Title IV  \$6,871,721 Other - Restricted</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2.2.b. Enriched and Enhanced Learning Opportunities - English Learners, Foster Youth, Low Income</p> <p>1. In addition to the core content areas of math, science, English/Language Arts, social studies, visual and performing arts (VAPA) and physical education, the district will provide enhanced and extended learning opportunities including: Linked Learning; College, Career and Technical Education (CCTE); Junior Reserve Officer Training Corps (JROTC); Gifted and Talented Education (GATE); Advanced Placement (AP); International Baccalaureate (IB); biliteracy, dual language, and world language programs; Advancement Via Individual Determination (AVID); Next Generation Science Standards (NGSS); Civics Education; Interscholastic Athletics; and outdoor learning opportunities.</p> <p>a. Science Technology Engineering Arts Math (STEAM) curriculum for Grades TK-1 will be developed and implemented in pilot clusters.</p> <p>b. Civics literacy will be accomplished through the integration of the six proven practices of civic education embedded into instructional practice across the content disciplines and school life. Students will be encouraged to be part of student government through Associated Student Body (ASB) through which they may vote in student government elections and participate in voter registration drives.</p> <p>2. The district will continue to implement the Strategic Arts Education Plan to promote artistic literacy, innovation, creativity and excellence in visual and performing arts instruction by providing a standards-based, sequential TK-12 arts experience for all students. The Visual and Performing Arts (VAPA) Department will support the highest quality arts education in dance, music, theatre, and visual arts, providing services in curriculum and instruction, professional development and community collaboration. To support music education, VAPA will continue to manage a team of itinerant instrumental and choral music educators that will equitably serve elementary schools, open a new district music</p>	<p>\$45,953,829 LCFF S/C</p>	<p>\$53,017,565 LCFF S/C</p>

<p align="center"><b>Planned Actions/Services</b></p>	<p align="center"><b>Budgeted Expenditures</b></p>	<p align="center"><b>Actual Expenditures</b></p>
<p>library, acquire new musical instruments, and purchase band uniforms for high schools.</p> <p>In partnership with the visual and performing arts foundation, VAPA will also:</p> <ul style="list-style-type: none"> <li>a. Increase number and depth of VAPA partnerships</li> <li>b. Increase the number of VAPA off- campus opportunities and student participation</li> <li>c. Implement a digital badging system to recognize student participation in VAPA experiences</li> <li>d. Increase the number of VAPA articulated coursework</li> <li>e. Increase the number of CCTE Arts Media and Entertainment performing art pathway programs</li> <li>f. Increase the number of VAPA pathway completers</li> <li>g. Increase the delivery of professional development to elementary classroom teachers</li> <li>h. Create plan for management of top-tier district performing arts theaters</li> </ul> <p>3. The district will continue to provide additional support for Lincoln High School through an on- site ELA coach as well as a Gear Up funded full-time coach in English Language Arts who will focus on developing vertical alignment of instructional practice from feeder middle schools through high school.</p> <p>4. The district will continue to provide transportation services for eligible students participating in programs that provide opportunities for English Learners (EL), Foster Youth (FY), and Low Income (LI) students, such as Magnet and Voluntary Enrollment Exchange Program (VEEP), and to students grandfathered in Program Improvement (PI). In addition, area shuttle service will continue to be provided in some areas to support students for whom walking routes to their neighborhood schools are deemed unsafe. Transportation for foster/homeless/migrant students will continue to be provided as required by federal law. Services for these students are often shared with other school districts as the student may be temporarily living within the boundary of one</p>		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>school district while attending school at a school within another district. The district will continue to offer a fee for transportation program however, as is required by California Education Code, Foster Youth (FY) and Low Income (LI) students are exempt from the fee.</p>		
<p>2.3. Aligned District Course of Study and Curriculum - All Students</p> <p>1. The Course of Study will be updated on an annual basis to ensure continued alignment with the Common Core and English Language Development (ELD) State Standards, the Next Generation Science Standards (NGSS), the History-Social Science Framework (HSS) and the UC 'a-g' requirements.</p> <p>2. The district will continue to develop core content and course curriculum maps, tools, and guides, in alignment with Critical Concepts. Middle level and high school will develop Guaranteed and Viable Curriculum for all core content areas over the next three years. In the 2019-2020 school year professional development will be provided to research and pilot teams for Grades 6 &amp; 9 ELA, Grades 8 &amp; 11 HSS, Grades 6 &amp; IM1 Math, Grade 6 &amp; Biology Science.</p> <p>3. Coaching cycles will continue across the district at the TK-5 levels to ensure effective implementation of inclusive curriculum. Coaching at the secondary level in Math, Science, History-Social Science, and ELA in the 2019-2020 school year will center on the development and implementation of Guaranteed and Viable Curriculum. Coaching will be offered to the identified content area research teams.</p> <p>4. Integrated Mathematics 1 (IM1) and Computer Science courses will be piloted at schools to incorporate the course curriculums using Bootstrap. Support for computer science teachers using Technology Education and Literacy in Schools (TEALS) will be provided.</p>	<p>\$169,939 LCFF Base</p>	<p>\$257,029 LCFF Base \$49,470 Other - Title I \$241,855 Other - Title II</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>5. The district will continue to select high quality physical education teachers to participate in the Common Core Institute (CCI) and the Physical Education Leadership Academy (PELA); and strategically place teachers who have completed PELA and CCI into positions of leadership by cluster to serve as mentors and support. This collaborative effort with the San Diego County Office of Education (SDCOE) will develop and highlight best practices to improve physical education across the district, which will lead to improved FITNESSGRAM scores. The Leadership Academy will emphasize maximizing physical activity during class, perfecting performance based assessment, instructional strategies for student-centered learning, and meeting the needs of all students, including target populations.</p>		
<p>2.4.a. Instructional Resources and Materials - All Students</p> <p>1. The district will continue to identify and provide standards-aligned culturally relevant instructional materials and resources. This will include the inclusion of culturally relevant instructional materials through the development of Guaranteed and Viable Curriculum.</p> <p>2. The Instructional Technology Department will continue to work with schools on digital device needs. New devices will be purchased for any additional i21 Classrooms for reasons such as increased enrollment at sites.</p> <p>3. Schools interested in pursuing a 1:1 device take home program will have access to a supportive website to determine site readiness including a timeline and key elements such as building a common vision, planning and resource allocation, professional development and family and community outreach. Schools will continue to have access to this website in 2019-2020. Information on the site will be updated over the summer of 2019 to reflect current policies and charges for students.</p>	<p>\$1,756,499 LCFF Base \$6,479,901 Other - Restricted \$1,000,000 Other</p>	<p>\$1,696,504 LCFF Base \$5,049,069 Other - Restricted</p>
<p>2.4.b.</p>	<p>\$5,695,095 LCFF S/C</p>	<p>\$5,380,595 LCFF S/C</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Instructional Resources and Materials – English Learners, Foster Youth, Low Income</p> <p>1. Library services will continue to be offered to meet the needs of English Learners (EL), Foster Youth (FY) and Low Income (LI) students.</p>		
<p>2.5. Additional Support for English Learners</p> <p>1. The district will continue to provide, refine, and monitor Grades K-12 English Learner (EL) course placement and pathways, including Structured English Immersion (SEI), dual language/biliteracy, and Advanced Placement (AP). Adelante Instructional implementation support with the English Language Instructional Resource Teacher (ELIRT) team will be expanded for Grades 4-6. Adelante will be adopted as the Grade 6 Spanish Language Arts (SLIM) curricular resource. The Office of Language Acquisition (OLA) will continue to collaborate with the Office of School Innovation and Integrated Youth Services to support English Learners (EL) enrolling in and passing AP courses.</p> <p>2. Well-articulated English Learner (EL) programs that include access to advanced courses and learning opportunities that lead to college, career and community preparedness will continue to be provided. Adelante will be adopted in Grades K-6 as the Spanish Language Arts course curriculum. English Language Development (ELD) Bundles and curricular resources will continue to be translated into French/Spanish/Mandarin for Grades 2 and 3 or (3 and 4). TK-12 cluster language pathways will continue to be aligned to support multilingualism.</p> <p>3. A coherent, sequential course of study from elementary to secondary for biliteracy, dual language, and world language programs will continue to be provided and refined. Adelante curricular resources will be provided for Grades 4-6 to promote language acquisition. Adelante will be adopted as the Grade 6 Spanish Language Arts (SLIM) course curriculum. English Language Development (ELD) Bundles and Curricular resources will continue to be translated into French for</p>	<p>See action 1.8.b.</p>	<p>See action 1.8.b.</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Grades 2 and 3 or (3 and 4). TK-12 cluster language pathways will continue to be aligned to support multilingualism.</p> <p>4. The Academic Language Development (ALD) course will be supported at the middle and high school levels for Long Term English Learners (LTEL) by utilizing the Critical Concepts and English Language Development (ELD) Bundles. The Office of Language Acquisition (OLA) English Language Development Instructional Specialists (central office secondary team) will support middle and high schools with professional development opportunities through Electronic Registration Online (ERO), site support, and online resources.</p> <p>5. The Office of Language Acquisition (OLA) will continue to implement a strategic plan for language pathways (e.g., biliteracy and dual language instructional programs) through meetings with site administrators and community clusters to gather input and feedback on pathway development. OLA will engage in discussions with selected elementary and middle schools to set the preconditions for program implementation and to increase and strengthen biliteracy and dual language pathways. OLA will work with principals of dual language programs/schools to implement their vision/goals for bilingualism and common assessments aligned to the curricular resources. OLA will work with sites to develop language allocation plans to support the language model offered the site (90:10 or 50:50).</p>		
<p>2.6. Instructional Programs and Services for Students with Disabilities</p> <p>1. The Special Education Division will continue its emphasis on providing quality professional development opportunities for both certificated and classified staff to build capacity for providing high quality instructional opportunities for students with disabilities.</p> <p>2. The district will continue to review the most appropriate course options, particularly for secondary students with disabilities, to improve graduation rates and ensure access to all courses necessary for UC a-g</p>	See action 1.7.a.	See action 1.7.a.

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>graduation. Students that are on a certificate of completion track, needing modified curriculum, will have full access to all A-G courses.</p> <p>3. The district will increase training and support for Individual Education Plan (IEP) required Transition Plans, including the linkage of those plans to student educational programming.</p>		

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

This increase is attributable to a realignment of the College, Career, and Technical Education Program creating a variance.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

As the District continued to provide students access to a broad and challenging curriculum a few successes to note are:

A priority for the District has been to ensure that all students have access to a guaranteed and viable curriculum. This priority has been supported by a continued partnership with Marzano Research in the development of priority standards also known as critical concepts. During the 2019-2020 school year, a huge investment was made in purchasing standards based, state adopted curriculum for Language Arts; Benchmark TK-5 and Amplify 6-8. This purchased curriculum was supplemented by district developed instructional guides and units of study.

Another success was the continued implementation of the San Diego Enhanced Math Initiative. This initiative was launched in partnership with Callahan Consulting with the goal of transforming the ways in which math is taught and how students' understanding of mathematical concepts are assessed. The Enhanced Math Course was piloted at the 9th and 6th grade levels and have seen notable shifts in instruction, students conceptual understanding and students ability to explain their mathematical thinking. To much surprise, in March of 2020 after the school closure, the District experienced a significant demand for the Enhanced Math online curriculum. Due to the demand, the district decided to pivot away from a pilot implementation and provided access to the Enhanced Math curriculum and professional development opportunities district-wide. In Spring 2021, students in grades 3-11 will take the District Essential Mathematics Indicator assessment which was also co-developed with Callahan Consulting and is aligned to the Enhanced Mathematics Initiative.

The District has continued its strong commitment to equity and culturally responsive and sustaining curriculum and pedagogy. The district has successfully led the implementation of a new Ethnic Studies graduation requirement and continues to develop new English Language Arts and History courses which meet the new Ethnic Studies graduation requirement. Through collaboration with a district Ethnic Studies Advisory Council the District has ensured that Ethnic Studies can be provided for all. All students have access to and participate in well-articulated programs and course pathways that lead to meaningful graduation and readiness for college, career, and community. Ongoing support for cluster alignment and strengthening pathways and programs continued during the school closure.

Secondary school master schedules have continued to be closely monitored to ensure access to UC 'a-g' courses for all high school students and all student groups, and provide support for the writing of more UC 'a-g' courses in all content areas. The Office of College, Career and Technical Education (CCTE) also monitored master schedules to ensure students were provided opportunities to complete a CCTE pathway.

The following challenges were experienced:

Due to the school closures many students did not have the opportunity to continue community based learning experiences. This impacted our Moderate to Severe students scheduled to participate in Community Based Instruction and many high school students across the districts who were scheduled to complete work based experiences and internships. The District had developed partnerships with the USS Midway, the San Diego Zoo, Raytheon, Illumina, the Maritime Alliance and others for both middle and high school students with a goal that all Grade 8 and high school pathway students would engage in at least one off-campus, work-based learning experience.

Another challenge was maintaining the quality of lab based learning experiences for students. Remote learning made it difficult for students to have hands-on experiences in science labs and in CCTE pathway courses which are dependent on technology and other specialized equipment.

# Goal 3

Quality Leadership, Teaching and Learning

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)  
 Priority 2: State Standards (Conditions of Learning)

Local Priorities: Vision 2020 - Quality Leadership, Teaching and Learning

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            Percentage of fully credentialed teachers</p> <p><b>19-20</b>            100%</p> <p><b>Baseline</b>            92.4%</p>	<p>Pending data updates via CalSAAS</p>
<p><b>Metric/Indicator</b>            Rate of teacher miss-assignments</p> <p><b>19-20</b>            0.01%</p> <p><b>Baseline</b>            0.01%</p>	<p>Pending data updates via CalSAAS</p>
<p><b>Metric/Indicator</b>            ELA, ELD, Math, Science, H/SS, CTE, Health, PE, VAPA, World Lang</p> <p>[Teachers provide instruction aligned to the California state standards, including EL access to ELD and state standards, as measured by annual principal affidavit. (Average scores where Exploration and Research Phase = 1; Beginning</p>	<p>English Language Arts: 4.4            English Language Development: 3.9            Mathematics: 4.4            Science: 3.6            History/Social Science: 3.9            Career Technical Education: 3.8            Health: 3.6            Physical Education: 4.2            Visual and Performing Arts: 3.8</p>

Expected	Actual
<p>Development = 2; Initial Implementation = 3; Full Implementation = 4; and Full Implementation and Sustainability = 5)]</p> <p><b>19-20</b></p> <p>5.0 4.0 5.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0</p> <p><b>Baseline</b></p> <p>English Language Arts: 4.1 English Language Development: 3.3 Mathematics: 4.1 Science: 2.6 History/Social Science: 3.1 Career Technical Education: 3.0 Health: 2.8 Physical Education: 3.5 Visual and Performing Arts: 3.2 World Languages: 3.3</p>	<p>World Languages: 4.2</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>3.1.a. Acquire, Develop, and Retain Classroom Teachers, Certificated Support Personnel, and Site Administrators - All Students, Students w Disabilities, African American, Latino</p> <p>The district will continue to increase the size, stability, and quality of the teacher applicant pool through targeted outreach and support, such as:</p> <ol style="list-style-type: none"> <li>1. Recruitment events hosted by colleges and universities with large percentages of minority students.</li> <li>2. Offering early employment contracts to high quality, diverse candidates in hard-to-staff areas (Math, Science, and Special Education). In addition, Human Resource Services will improve communication with these candidates in the period between the offer of employment and the start of the work year to ensure candidate retention prior to the placement in the assignment.</li> <li>3. Continuing to build partnerships with military institutions to hire veterans and their spouses into the fields of teaching and educational support. Services will be refined to include the development of a process to identify, directly access, interview and hire candidates who are transitioning from military service and monitor retention after hire.</li> <li>4. Exploring partnerships and programs that support the development of apprenticeship and internship opportunities for district students to enter the field of education. Human Resource Services, Leadership and Learning, and the Teacher Preparation and Support Department will develop a process to interview, onboard and hire candidates into paraprofessional, tutoring or other student-centered employment opportunities. This process will support and increase the number of teacher pipeline candidates in secondary education. One of these pathways is supported through the development of the 2019 MOU with Mesa College.</li> </ol>	<p>\$475,219,879 LCFF Base \$14,300,000 Other- Other Unrestricted</p>	<p>\$483,202,989 LCFF Base \$14,300,000 Other- Other Unrestricted</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>5. Regularly monitoring potential barriers to initial and continued employment of diverse candidates. Human Resource Services will begin developing a process to track retention data and monitor retention efforts and share the information with other departments. The work will include a deeper collaboration between central office, school sites and departments as retention is often linked to the employee's day- to-day work experiences.</p> <p>6. Continuing to convene the Teacher Pipeline Advisory Committee to monitor and analyze data to determine needs of candidates in all stages and programs of the pipeline; identifying data tools and collection responsibilities; collaborating with outside partners on input and analysis; and disseminating and using data to improve recruitment efforts. The San Diego Education Association (SDEA) will continue to be a partner and engage in conversations with the Teacher Pipeline Advisory Committee.</p> <p>7. Engaging in partnerships with other large urban districts to promote the field of education and work toward national solutions to the teacher shortage and developing a purposeful plan to market education as a premier profession.</p> <p>8. Collaborating with district departments to build early interest in, and capacity for, teaching by strengthening existing pre-collegiate programs and recruiting district students to the field of education.</p>		
<p>3.1.b.</p> <p>Acquire, Develop, and Retain Classroom Teachers, Certificated Support Personnel, and Site Administrators - English Learners, Foster/Homeless Youth, Low Income Students</p> <p>1.The District maintains its commitment to the acquisition, development and retention of high quality staff including, Classroom Teachers, Certificated Support Personnel, and Site Administrators.</p>	<p>\$1,222,374 LCFF S/C</p>	<p>\$956,224 LCFF S/C</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>a. Working with universities to assign student teachers to schools with large numbers of English Learners (EL), homeless/foster, and Low Income (LI) youth.</p> <p>b. Bilingual educator events.</p> <p>c. Continue to streamline the application process to be more informative and user- friendly.</p> <p>d. Leveraging technology within the application management system to more effectively identify and prioritize candidates for interview and selection.</p> <p>e. Identify promotional opportunities for internal candidates who meet the District's diversity goals.</p>		
<p>3.2. Develop Capacity of Beginning Teachers and Teachers in Need of Support - All Students</p> <p>1. The district will continue to provide a Peer Assistance and Review (PAR) program.</p> <p>2. The district will continue to collaborate with local colleges and universities to ensure effective preparation of interns and student teachers. Full implementation of the district's new student teacher/master teacher protocol will continue to increase collaboration between college/university partners in the distribution of student teachers. Student teachers will receive a quality experience from university trained master teachers.</p> <p>3. (Completed in 2018/19)</p>	<p>\$1,233,531 LCFF Base \$1,761,217 Other - Title II</p>	<p>\$1,102,918 LCFF Base \$421,884 Other - Title II \$25,852 Other - Restricted</p>
<p>3.3. District Systems to Develop Instructional Capacity - All Students</p> <p>1. The district will continue to provide professional development in the core content and early learning areas.</p>	<p>\$41,438 LCFF Base \$1,222,379 Other - Title II \$50,615 Other - Restricted</p>	<p>\$65,490 LCFF Base \$278,202 Other - Restricted</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2. Area Superintendents will ensure that high schools receive intensive support in Professional Learning Community (PLC) development. Emphasis will be placed on the use of Illuminate as a platform to create standards based common assessments, enable students to take assessments on-line, and store and use data to inform practice.</p> <p>3. Area Superintendents will continue to focus professional learning and instructional visits on Marzano’s Levels of High Reliability Schools (Safe Collaborative and Inclusive Cultures, Effective Teaching in Every Classroom, Guaranteed and Viable Curriculum, Standards Referenced Reporting, and Competency -Based Education) and Integrated Multi-Tiered Systems of Support (I-MTSS) aligned across school and district settings.</p> <p>4. Professional development to build site capacity in mathematics and literacy will continue. The English Language Arts (ELA) and Mathematics Coaching Cycles will continue. At the middle and high school level, these cycles will center around the implementation of Guaranteed and Viable Curriculum.</p> <p>5. The Office of Language Acquisition (OLA) will continue to provide site and cluster-level support and learning opportunities through collaboration with Common Core Cluster Support Teachers (CCCST), English Language Instructional Resource Teachers (ELIRT), paraeducators and other district staff. ELIRTs will provide professional development to build staff understanding of English Language Development (ELD) Standards.</p>		
<p>3.4. Develop Leadership Capacity - All Students, Students w Disabilities, African American, Latino</p> <p>1. Area Superintendents and school leaders will continue ongoing and continuous professional learning focused on strengthening Tier 1 instruction (equity levers/priority standards and proficiency scales) and</p>	<p>\$2,295,399 LCFF Base</p>	<p>\$1,364,888 LCFF Base \$202 Other - Title I</p>

<p align="center"><b>Planned Actions/Services</b></p>	<p align="center"><b>Budgeted Expenditures</b></p>	<p align="center"><b>Actual Expenditures</b></p>
<p>Integrated Multi-Tiered Systems of Support (I-MTSS). Continued focus will be placed on supports while lifting the strategic planning process with an emphasis on providing a guaranteed and viable curriculum aligned to critical concepts and proficiency scales in all core content areas. Principals will learn the process of interrupting mindsets and systematic behaviors that have contributed to lower achievement rates, graduation rates and higher numbers of D's and F's for students with disabilities, African American and Latino students.</p> <p>2. Area Superintendents will ensure that high schools receive intensive support in Professional Learning Community (PLC) development and principal leadership. Student centered coaching cycles at the secondary level will be redesigned to leverage the implementation of a guaranteed and viable curriculum and to increase effectiveness. Focus will continue to be placed on strengthening PLCs that are data driven and responsive to student learning with an added focus on Integrated Multi-Tiered Systems of Support (I-MTSS).</p> <p>3. The district will continue to provide differentiated leadership supports to principals to improve student/staff relationships, school climate, and academic success.</p> <p>4. Professional development and capacity building will focus on utilizing the priority standards, proficiency scales, and best practices in planning and delivering instruction for English Learners (EL), African American, Latino, and students with disabilities. A guaranteed and viable curriculum will be in place at all schools. Schools will use Professional Learning Communities (PLC) to develop further units and common formative assessments.</p> <p>5. The district will continue to collaborate with the San Diego Education Association (SDEA) to develop a professional growth system for educators. Selected schools will participate in a second year of a pilot (Pilot 2) of the Growth and Development system with teachers who volunteer to participate. Participants will implement a system that includes the foundation of the California Standards for the Teaching Profession.</p>		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>6. Professional development offered through the Special Education Division will continue to focus on best practices for English Learners (EL) with disabilities, and will include ongoing data review and monitoring/support systems for African American and Latino students.</p> <p>7. Professional Development for high school principals and vice principals will be differentiated based on site developed strategic plans.</p>		
<p>3.5. Professional Development - Standards, Instruction, and Support - All Students, Students w Disabilities, GATE</p> <p>1. Schools will continue to develop, monitor and adjust their Strategic Plans with embedded professional development and site based assessment plan through the school year, with continued emphasis on strengthening professional development at each site, in each department for all teachers and students, and a focus on improving the Professional Learning Community (PLC) process from an inquiry based approach.</p> <p>2. Common Core Cluster Support Teachers (CCCSTs), the Early Learning and Language Acquisition (ELLA) team, and Special Education project resource teachers, and paraeducators will collaborate and work alongside principals, teachers, and school staff to build capacity around Critical Concepts (as well as Next Generation Science Standards [NGSS], ELD Bundles, and other content areas) and student-centered practices in order to provide equity and academic access for all students.</p> <p>3. Education specialists will be engaged in English Language Arts (ELA) coaching cycles.</p> <p>4. The district will continue to provide the RELY (resource library), in Canvas, and online professional development modules to support teaching and learning. Curricular resources will continue to be</p>	<p>\$530,281 LCFF Base \$1,704,267 Other - Title I \$2,450,906 Other - Title II</p>	<p>\$35,152 LCFF Base \$8,750 Other - Title I \$1,600,894 Other - Title II \$12,644 Other - Restricted</p>

<p style="text-align: center;"><b>Planned Actions/Services</b></p>	<p style="text-align: center;"><b>Budgeted Expenditures</b></p>	<p style="text-align: center;"><b>Actual Expenditures</b></p>
<p>developed around Critical Concepts with built out Units, and the material upload will continue.</p> <p>5. The Office of Language Acquisition (OLA), in collaboration with the Special Education Division, will provide supports and training that includes utilizing Universal Design for Learning (UDL) and language supports in conjunction with the Critical Concepts for setting learning and language targets for students. Trainings will be designed for special education teachers, paraeducators, and support staff that teach students with special needs, including students with disabilities, English Learners (EL) and Gifted and Talented (GATE) students throughout the school year.</p> <p>6. The Special Education Division will continue its emphasis on providing quality professional development opportunities for both certificated and classified staff to build their capacity for providing high quality instructional opportunities for students with disabilities. Paraprofessional training will continue to focus on building capacity for both academic and behavioral support.</p> <p>7. (Completed 2017-18.).</p> <p>8. Math Common Core Resource Teachers will provide professional development to teachers and principals at selected sites and through ERO (Electronic Registrar Online), and specialized coaching cycles at the research team middle level and high school sites under the guidance of Patrick Callahan to build capacity in mathematics instruction.</p> <p>9. English Language Instructional Resource Teachers (ELIRT) will collaborate and work alongside principals, teachers, and school staff to build capacity around Critical Concepts and English Language Development (ELD) Bundles. ELIRTs will replicate the Elementary English Language Arts (ELA) coaching cycle alignment of Critical Concepts to the Benchmark Adelante Advance curriculum.</p>		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>10. Professional development will support the effective implementation of the Critical Concepts and the English Language Development (ELD) Bundles (including best practices from the California English Language Arts (ELA)/English Language Development (ELD) Framework) to support sites in the alignment of Critical Concepts in Unit development, or in the use of district developed materials to support Guaranteed and Viable Curriculum, provided through capacity builders. The availability of the ELD Bundles in Spanish and French will continue to be expanded.</p> <p>11. In order to expand professional development opportunities focused on Integrated and Designated English Language Development (ELD), sessions will be available to all district personnel teaching English Learners (including administrators, classroom teachers, and paraeducators) through ERO (Electronic Registrar Online) or at school site with a focus on unpacking the ELD Standards/ELD Bundles to develop Language Goals and Language Targets aligned to content learning goals and targets. Specialized professional development will be provided for teachers and staff serving newly arrived students to the United States.</p>		

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

No Significant Variance.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The successes the District are most proud of as it continued to provide students access to a broad and challenging curriculum:

The District maintains the commitment to the recruitment, development, and retention of high quality staff including, classroom teachers, certificated support personnel, and site administrators. It intentionally implemented strategies to continue to improve the stability and quality of the teacher applicant pool through targeted outreach and recruitment efforts focused on diverse candidates. The

District has been able to expand the partnerships with local universities in its efforts to place highly qualified student teachers in schools with significant English Learner (EL), homeless/foster, and Low Income (LI) student populations. It also provided promotional opportunities for internal candidates who meet the District's diversity goals. Additionally, the District sponsored bilingual educator recruiting events to recruit candidates who represent the students it serves. The District launched a new online application management system in order to more effectively identify and prioritize candidates who meet the selection criteria.

The District continued to invest in developing the capacity of all site leaders across its system. Area Superintendents coached and mentored site leaders in ongoing and continuous professional learning focused on strengthening Tier 1 instruction, priority standards and proficiency scales, and Integrated Multi-Tiered Systems of Support (I-MTSS). Leader professional development focused on providing support while lifting the strategic planning process, with an emphasis on providing a guaranteed and viable curriculum aligned to critical concepts and proficiency scales in all core content areas. Site leaders implemented an in depth strategic planning process focused on interrupting mindsets, structures and practices that contribute to lower achievement rates, graduation rates and disproportionate D's and F's grades for students with disabilities, African American and Latinx students.

The District also remained committed to teacher educator growth and development and launched the district-wide implementation of teacher growth and development process Educator, Effectiveness and Empowerment (E3).

The District experienced the following challenges:

Although the District maintained its commitment to teaching and learning for educators and leaders, it needed to shift its attention to focus on school closures and health and safety which required teams to develop district wide training to equip leaders to lead through new and adaptive challenges.

Educator growth and professional development plan was developed but was not fully actualized as leaders and educators shifted their focus to resuming onsite instruction on April 12, 2021.

Professional development opportunities focused on equity, dismantling inequitable practices, and meeting the social-emotional needs of students were temporarily suspended to ensure teacher and leader professional development opportunities focused on strategies for providing online instruction and leveraging innovative technology tools.

## Goal 4

Positive School Environment, Climate, and Culture - with Equity at the Core and Support for the Whole Child: Schools provide safe and well-maintained facilities and positive learning climates and instructional practices that are culturally responsive, challenge bias, and support the academic, social, emotional, and physical needs of students.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 6: School Climate (Engagement)

Local Priorities:     Vision 2020: Positive School Environment, Climate, and Culture - with Equity at the Core and Support for the

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            School Climate Survey - Safety</p> <p><b>19-20</b>            Gr. 5 = 87%            Gr. 7 = 72%            Gr. 9 = 67%            Gr. 11= 71%</p> <p><b>Baseline</b>            Gr. 5 = 81%            Gr. 7 = 66%            Gr. 9 = 61%            Gr. 11 = 65%</p>	<p>Unavailable due to suspension of state survey in Spring 2020.</p>
<p><b>Metric/Indicator</b>            School Climate Survey - Caring Relationships</p> <p><b>19-20</b>            Gr. 5 = 67%</p>	<p>Unavailable due to suspension of state survey in Spring 2020.</p>

Expected	Actual
<p>Gr. 7 = 41% Gr. 9 = 33% Gr. 11= 40%</p> <p><b>Baseline</b> Gr. 5 = 61% Gr. 7 = 35% Gr. 9 = 27% Gr. 11 = 34%</p>	
<p><b>Metric/Indicator</b> School Climate Survey - High Expectations</p> <p><b>19-20</b> Gr. 5 = 68% Gr. 7 = 60% Gr. 9 = 48% Gr. 11= 49%</p> <p><b>Baseline</b> Gr. 5 = 62% Gr. 7 = 54% Gr. 9 = 42% Gr. 11 = 43%</p>	<p>Unavailable due to suspension of state survey in Spring 2020.</p>
<p><b>Metric/Indicator</b> School Climate Survey - Meaningful Participation</p> <p><b>19-20</b> Gr. 5 = 29% Gr. 7 = 21%</p>	<p>Unavailable due to suspension of state survey in Spring 2020.</p>



Expected	Actual
<p>Gr. 9 = 18% Gr. 11= 19%</p> <p><b>Baseline</b> Gr. 5 = 23% Gr. 7 = 15% Gr. 9 = 12% Gr. 11 = 13%</p>	
<p><b>Metric/Indicator</b> California Parent Survey - Meaningful Engagement (return rate)</p> <p><b>19-20</b> 45%</p> <p><b>Baseline</b> 29.9%</p>	<p>Unavailable due to suspension of state survey in Spring 2020.</p>
<p><b>Metric/Indicator</b> Suspension Rate</p> <p><b>19-20</b> 3.0%</p> <p><b>Baseline</b> 4.5%</p>	<p>2.3% (data not comparable to prior years given closed campuses in Spring 2020)</p>
<p><b>Metric/Indicator</b> Number of Expulsions</p> <p><b>19-20</b> 55</p> <p><b>Baseline</b> 71</p>	<p>38 (data not comparable to prior years given closed campuses in Spring 2020)</p>
<p><b>Metric/Indicator</b> Student attendance rate</p>	<p>94.9% (data not comparable to prior years given closed campuses and different attendance-taking procedures)</p>

Expected	Actual
<b>19-20</b> 96.30%  <b>Baseline</b> 95.45%	
<b>Metric/Indicator</b> Chronic absenteeism rate  <b>19-20</b> 9.0%  <b>Baseline</b> 10.72%	12.8% (data not comparable to prior years given closed campuses and different attendance-taking procedures)
<b>Metric/Indicator</b> Facilities Inspection Tool (percent at good or better)  <b>19-20</b> 100%  <b>Baseline</b> 99.4%	100%
<b>Metric/Indicator</b> School Safety Plan  <b>19-20</b> 100%  <b>Baseline</b> 100%	100%

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4.1.a. Provide for Social and Emotional Needs: Counseling, Guidance, and Behavioral Support - All Students, Students w Disabilities	\$27,784,374 LCFF Base \$1,046,623 Other - Title I \$5,596,819 Other - Restricted	\$26,908,313 LCFF Base \$1,105,049 Other - Title I \$5,462,857 Other - Restricted

<p align="center"><b>Planned Actions/Services</b></p>	<p align="center"><b>Budgeted Expenditures</b></p>	<p align="center"><b>Actual Expenditures</b></p>
<p>1. Implementation of the Nursing and Wellness Attendance Plan includes partnership with Attendance Works, California School-Based Health Alliance and United Way, and attendance coordination and interventions between district departments and school sites to focus on the physical, social, emotional and behavioral health needs of students. The district's Wellness Policy will incorporate Integrated Multi-Tiered Systems of Support (I-MTSS) to address the social emotional development of students in alignment with the District's approach to building of students' Academics &amp; Agency.</p> <p>2. Restorative Justice Practices (RJP), trauma informed care and Positive Behavioral Intervention and Support (PBIS) programs and staff professional development to ensure effective implementation will continue. Through the Integrated Multi-Tiered Systems of Support (I-MTSS), the restorative justice work will be used as both prevention and intervention strategies designed to meet the needs of all students:</p> <p>a. The district will continue to offer Tier 1 Restorative Justice Practices (RJP) professional development, and Tier 2 RJP professional development to address behaviors that impact the adverse effects of school climate and student engagement in collaboration with Placement and Appeal, Nursing and Wellness, Counseling and Guidance, the School Attendance Review Board, LGBTQIA Education and Advocacy, Youth Advocacy and Family Engagement.</p> <p>b. Support will be provided for whole school implementation assistance, emerging schools with implementation readiness, coaching systems of support through professional learning opportunities (Professional Learning Communities [PLC], Book Clubs, Webinars), discipline policy review in collaboration with Placement and Appeal, development of the Restorative Justice Practices (RJP) Advisory Committee, expanding RJP youth leadership development and professional development for RJP team.</p> <p>c. RJP team will provide coaching to assess and revise school discipline protocols in collaboration with school administrators and integrated site support teams. RJP team will align their work with Behavioral Support Resources Department to ensure revision of student referral procedures and re-entry plans. These approaches will be data driven to ensure disparities in student referral data are addressed.</p>		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>3. An Integrated Multi-Tiered System of Support to address disproportionality on disciplinary actions will include: a) Positive Behavioral Supports training for staff and families; b) Examining data trends and building the capacity of schools to address disciplinary process following a PBIS &amp; RJP framework; c) Supporting the revision of referral documentation and policies for school suspensions; and, d) monitoring of student behavior data during IEPs process.</p> <p>a. The district will continue to work on developing focused actions to reduce disproportionality of disciplinary actions experienced by all students, with specific focus on students with Disabilities. Suspensions for students with disabilities will not exceed 5.4 per 100 students with Individual Education Plans (IEP).</p> <p>b. The District will continue to build capacity at school sites for the implementation of Positive Behavioral Intervention &amp; Supports (PBIS) and Restorative Justice Practice framework in order to teach students social emotional competencies and behavioral expectations with increased clarity. The District will establish procedures to require the review of behavior supports/behavior plans at the first suspension and on an ongoing basis, based on data collected from Placement &amp; Appeals Department. The Placement &amp; Appeals department will continue to revise the District's Uniform Discipline Policy, providing tools and strategies school sites can use to understand students' behavior and addressing behavioral concerns at their early onset.</p> <p>4. The district will continue to monitor suspension and expulsion data, attendance and chronic absenteeism. Data will be made available to school sites in order to continue to support the data improvement cycle and provide preventative services and responsive resources as appropriate for all students under an IMTSS framework.</p> <p>5. All nurses who were not previously trained will attend district-provided Mental Health First Aid training.</p> <p>6. The Nursing and Wellness and Special Education staffs will participate in Restorative Justice Practices (RJP) and professional development.</p>		

<p style="text-align: center;"><b>Planned Actions/Services</b></p>	<p style="text-align: center;"><b>Budgeted Expenditures</b></p>	<p style="text-align: center;"><b>Actual Expenditures</b></p>
<p>7. The district will continue to support sites capacity with the implementation of comprehensive K-12 counseling services that increases academic, social emotional and college, career and community readiness inclusive of research-based social emotional approaches, an Integrated Multi-Tiered System of Support (I-MTSS). Comprehensive school counseling plans will be monitored in order to create action plans that are responsive to students' needs and promote students' academic, social emotional and college readiness. Comprehensive School Counseling Plans will include strategies to increase awareness of students' and parents' of counseling and school programs that available at school sites.</p> <p>8. The Integrated Youth Services (IYS) division will continue to create and align youth services and programs that are responsive of students' needs. In collaboration with school sites, administrators, program managers, and other school personnel, program managers within IYS will continue to support schools with Integrated strategies that address gaps in student services. Baseline data for this work will continue to guide all programs and services offered to students. The IYS division will be responsible for understanding student barriers to academic success and provide alignment of student services to address students' needs. The primary work of the following departments will be to enhance a positive school culture through the design of positive, preventative and responsive school environments:</p> <ul style="list-style-type: none"> <li>a. Counseling and Guidance: Providing comprehensive school counseling programs for all students;</li> <li>b. Children and Youth in Transition (CYT): Respond to specific populations and providing services as needed, evaluating effectiveness of programs and building capacity of school sites by the implementation of integrated school site teams;</li> <li>c. Extended Learning Opportunities: Enhance students' academic experiences outside of the school day and in alignment with school day instructional approach;</li> <li>d. Restorative Justice Practices (RJP): Highlight foundations for strengthening relationships within the educational context while providing school site capacity to foster positive relationships with</li> </ul>		

<p style="text-align: center;"><b>Planned Actions/Services</b></p>	<p style="text-align: center;"><b>Budgeted Expenditures</b></p>	<p style="text-align: center;"><b>Actual Expenditures</b></p>
<p>students and addressing disciplinary policies and procedures to build inclusive school environments for all students;</p> <p>e. Youth Advocacy: Nurture a culture of inclusion, student advocacy and student voice by designing programs that are culturally responsive, inclusive of LGBTQIA youth and geared toward creating Allyship within schools. These programs will provide students with opportunities to understand their important role in their education by providing schools with resources, tools and content to develop student agency and efficacy.</p> <p>f. IMTSS: Support school site capacity in their development of Academics and Agency. Creating common language around the process and how it aligns to their vision and strategic plan. Supporting schools through site wide PD and PLC work to ensure that each and every child builds their agency to improve academic outcomes.</p> <p>g. SANDAPP: Provide case management services to CalWORKS eligible pregnant and parenting youth, reducing teen pregnancy rates and long-term welfare dependency. Program helps pregnant and parenting teens attend and graduate from high school or its equivalent, obtain health and social services and receive payments for childcare, transportation and educational expenses to facilitate school attendance.</p> <p>9. Collective outcomes guided by the district’s Integrated Multi-Tiered Systems of Support (I-MTSS) (A2) framework will be the basis of this integrated work. The Integrated Youth Services division will continue to utilize data such as the Early Warning System (EWS), referrals, suspension, attendance and behavioral data to collectively assess strategies to support existing data trends and design collective approaches that will result in students’ academic, Social and Emotional Learning (SEL) and behavioral success. The Integrated Youth Services division will address and design strategies to address the important relationship between academics and agency. Integrated Youth Services will continue to support school sites with resources, systems and structures that emphasize resilient classrooms, socio- emotional learning, prevention and early intervention approaches, the development of positive school environments and strategies to support the development of positive school cultures. Integrated Youth Services will also work on emphasizing the importance of building strong and positive learning environments in collaboration with educators, students</p>		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>and community partners through an integrated I-MTSS framework. This division will work to address the importance of Social and Emotional Learning (SEL) as a foundational element of students' educational success, 21st century skills mastery and development of student agency.</p>		
<p>4.1.b. Provide for Social and Emotional Needs: Counseling, Guidance, and Behavioral Support - English Learners, Foster, Homeless, Low Income</p> <p>1. (This action will not continue during the 2019/20 school year).</p> <p>2. The district will continue to provide counseling, psychological and guidance services that address student social and emotional needs. Counseling services will continue to be provided for Garfield and Twain. Monitoring of counseling plans will be provided to Area Superintendents in order to create aligned School Counseling programming for ALL students, emphasizing the importance of building strong Tier 1 supports for ALL students, while providing responsive services to students as needed in Tier 2 &amp; Tier 3.</p> <p>3. The district will continue to utilize data from Early Warning System (EWS) to improve student attendance and use Integrated Multi- Tiered Systems of Support (I-MTSS) interventions to support and evaluate the appropriateness of referrals to alternative placement opportunities for youth in transition. A centralized intake process for all alternative placements, such as Garfield and Twain, will continue to be implemented to improve service delivery districtwide.</p> <p>4. The district will continue to provide support, case management and referrals for ongoing mental health treatment, in conjunction with other site-based behavioral and support resources and services. Training will be expanded to other school staff, central office and site-based staff, and will continue for school psychologists, school counselors, nurses, and wellness center coordinators, regarding mental health services for</p>	<p>\$22,558,925 LCFF S/C \$4,688,299 LCFF Base</p>	<p>\$25,874,157 LCFF S/C</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>all students (students with and without Individual Education Plans [IEP]). SchoolLink Behavioral Health Services (BHS) will be implemented in the 113 schools with onsite Behavioral Health Services mental health providers. Behavioral Support Services will continue to be provided to schools in order to address the needs of students.</p> <p>5. Continue to provide aligned School Counseling services to students to the Elementary Counseling Pilot program to increase student academic, social emotional and college, career and community readiness for high school.</p>		
<p>4.2.a. Provide for Student Health and Wellness - All Students, Students w Disabilities</p> <p>1. The district will continue to provide health and wellness services to students.</p> <p>2. The district will continue to implement its comprehensive wellness policy and action plan.</p> <p>3. The district will continue to provide additional focused support for students with disabilities and significant health needs.</p> <p>4. The district will continue to develop high school Wellness Centers offering services to elementary and middle schools in the cluster (e.g., San Diego High).</p> <p>5. Nursing services will focus on all students having a medical home, asthma management, immunizations for school enrollment, HPV vaccination, referral loop closure, annual school- community engagement plan, and quarterly School-Based Health Care (SBHC) data reporting.</p>	<p>\$7,070,964 LCFF Base \$1,914,734 Other - Restricted</p>	<p>\$6,526,619 LCFF Base \$2,620,946 Other - Restricted</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>4.2.b. Provide for Student Health and Wellness - English Learners, Foster Youth, Low Income</p> <p>1. The district will continue to provide district nurses to promote physical and mental health and support the emotional well-being of students.</p>	<p>\$8,198,178 LCFF S/C</p>	<p>\$12,466,812 LCFF S/C</p>
<p>4.3.a. Additional Support for Youth in Transition – Foster, Homeless, Low Income</p> <p>1. The district will continue to provide coordinated and collaborative support services to youth in transition (homeless, foster, probation, refugee, military) and will monitor academic progress, attendance rates and behavioral data. Children Youth in Transition (CYT) will continue to work alongside schools to build capacity through Integrated School Site Teams in order to address the needs of students.</p> <p>2. Children and Youth in Transition (CYT) staff will work with Area Superintendents, supporting departments and school sites to develop tiered interventions and resources aligned to Integrated Multi-Tiered Systems of Support (I-MTSS) to address the unique needs of youth in transition, such as safety, attendance, basic needs (i.e., food, clothing), transportation and other barriers to educational success.</p> <p>a. CYT personnel will work alongside Area Superintendents and supporting departments to monitor academic progress, attendance rates and behavioral data of youth in transition (i.e., homeless/foster) to develop a tiered level of support and resources for elementary, middle and high schools within the same articulation pattern.</p> <p>b. A CYT resource counselor will coordinate and collaborate with the Area Superintendents, supporting departments and school sites to develop tiered interventions to address site and student needs, as well as issues impacting students identified as being in transition. Interventions may include or address communication with</p>	<p>\$614,013 LCFF S/C</p>	<p>\$540,005 LCFF S/C</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>parents/guardians, safety, attendance, basic needs, and barriers to a student’s education or academic interventions.</p> <p>3. The district will continue to provide trauma informed care for students and professional development for staff to ensure effective implementation. Trauma informed care is grounded in and directed by a thorough understanding of the neurological, biological, psychological and social effects of trauma and the prevalence of these experiences in a student’s life.</p> <p>4. The district will continue to provide staff with professional development on laws and topics specific to homeless and foster youth (e.g., AB 490, McKinney Vento Act, graduation requirements).</p> <p>5. Area Superintendents will work the CYT staff to develop a comprehensive plan for school sites to ensure access and equity for foster, homeless, military, refugee, and students participating in the Home/Hospital program. The plan will include development of a site-level resource binder to assist with enrollment, academic, mentor and partnership resources for supporting students in transition.</p>		
<p>4.3.b. Additional Support for Youth in Transition – Foster, Homeless</p> <p>1. The district will continue to provide coordinated and collaborative support services to youth in transition (homeless, foster, probation, refugee, military) and will monitor academic progress, attendance rates and behavioral data.</p> <p>2. Children and Youth in Transition (CYT) staff will work with Area Superintendents, supporting departments and school sites to develop tiered interventions and resources aligned to Integrated Multi-Tiered Systems of Support (I-MTSS) to address the unique needs of youth in transition, such as safety, attendance, basic needs (i.e., food, clothing), transportation and other barriers to educational success.</p>	<p>\$88,642 Other - Title I \$589,932 Other - Restricted</p>	<p>\$12,086 Other - Title I \$921,762 Other - Restricted</p>

<p align="center"><b>Planned Actions/Services</b></p>	<p align="center"><b>Budgeted Expenditures</b></p>	<p align="center"><b>Actual Expenditures</b></p>
<p>a. The Children Youth in Transition (CYT) department will work alongside Area Superintendents and supporting departments to monitor academic progress, attendance rates and behavioral data of youth in transition (i.e., homeless/foster) to continue the implementation of IMTSS resources for elementary, middle and high schools within the same articulation pattern.</p> <p>b. A CYT resource counselor will coordinate and collaborate with the Area Superintendents, supporting departments and school sites to develop tiered interventions to address site and student needs, as well as issues impacting students identified as being in transition. Interventions may include or address communication with parents/guardians, safety, attendance, basic needs, and barriers to a student’s education or academic interventions.</p> <p>3. The district will continue to provide trauma informed care for students and professional development for staff to ensure effective implementation. Trauma informed care is grounded in and directed by a thorough understanding of the neurological, biological, psychological and social effects of trauma and the prevalence of these experiences in a student’s life. Self-regulation curriculum will be offered to school sites receiving Trauma Informed Care in order to emphasize and build resiliency skills in students through teachers that have been trained to understand the impacts of Trauma and The Brain. Resilience curriculum, strategies and resources will ensure we continue to create awareness about the need to support Social and Emotional competencies within the classroom and with all students.</p> <p>4. The district will continue to provide staff with professional development on laws and topics specific to homeless and foster youth (e.g., AB 490, McKinney Vento Act, graduation requirements).</p> <p>5. Area Superintendents will work the Children and Youth in Transition (CYT) staff to develop a comprehensive plan for school sites to ensure access and equity for foster, homeless, military, refugee, and students participating in the Home/Hospital program. The plan will include development of a site-level resource binder to assist with enrollment,</p>		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
academic, mentor and partnership resources for supporting students in transition.		
<p>4.4.a. Youth Advocacy - English Learners, Foster Youth, Low Income</p> <p>1. The Youth Advocacy Team will continue to ensure that all schools are safe inclusive environments for all students to thrive, with emphasis on vulnerable and at-risk students, including LGBTQIA, students with disabilities, English Learners (EL), students of color and students who may be targets of bullying motivated by either an actual or perceived attribute that includes but is not limited to race, religion, creed, color, marital status, parental status, veteran status, sex, sexual orientation, gender expression or identity, ancestry, national origin, ethnic group identification, age, mental or physical disability, immigration status or any other distinguishing characteristic.</p> <p>2. The district will continue to provide staff training to ensure adherence to the FAIR Education Act.</p> <p>3. The district will continue to survey student climate and report results through the Cal- SCHLS data system that includes the California Healthy Kids Survey (CHKS), the California School Staff Survey (CSSS), and the California School Parent Survey (CSPS).</p> <p>4. The Youth Advocacy Team will provide support services, such as:</p> <ul style="list-style-type: none"> <li>a. Providing site leadership teams with insight and recommendations around cultural proficiency and equity leadership responsive to the particular needs of the school.</li> <li>b. Establishing culturally supportive activities at selected sites that include peer support groups, and partnerships with San Diego youth organizations.</li> <li>c. Supporting sites experiencing cultural dissonance and/or other related issues, as identified by site and district leadership.</li> </ul>	\$580,617 LCFF S/C	\$647,983 LCFF S/C

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>d. Developing partnerships with community based organizations engaged in providing support and resources to address the needs of the whole child.</p> <p>e. Developing students' leadership skills by ensuring that student voice is present in identifying areas of advocacy and developing action-driven outcomes.</p>		
<p>4.4.b. Youth Advocacy - All Students, Students w Disabilities, African American, Latino, LGBTQIA</p> <p>1. The Youth Advocacy Team will continue to ensure that all schools are safe inclusive environments for all students to thrive, with emphasis on vulnerable and at-risk students, including LGBTQIA, students with disabilities, English Learners (EL), students of color and students who may be targets of bullying motivated by either an actual or perceived attribute that includes but is not limited to race, religion, creed, color, marital status, parental status, veteran status, sex, sexual orientation, gender expression or identity, ancestry, national origin, ethnic group identification, age, mental or physical disability, immigration status or any other distinguishing characteristic.</p> <p>2. The district will continue to provide staff training to ensure adherence to the FAIR Education Act.</p> <p>3. The district will continue to survey student climate and report results through the Cal- SCHLS data system that includes the California Healthy Kids Survey (CHKS), the California School Staff Survey (CSSS), and the California School Parent Survey (CSPS).</p> <p>4. The Youth Advocacy Team will provide support services, such as:</p> <p>a. Providing site leadership teams with insight and recommendations around cultural proficiency and equity leadership responsive to the particular needs of the school.</p> <p>b. Establishing culturally supportive activities at selected sites that include peer support groups, and partnerships with San Diego youth organizations.</p>	<p>\$180,223 Other - Title II</p> <p>\$62,361 Other - Restricted</p>	<p>\$30,000 Other - Title I</p> <p>\$77,234 Other - Restricted</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>c. Supporting sites experiencing cultural dissonance and/or other related issues, as identified by site and district leadership.</p> <p>d. Developing partnerships with community based organizations engaged in providing support and resources to address the needs of the whole child.</p> <p>e. Developing students' leadership skills by ensuring that student voice is present in identifying areas of advocacy and developing action-driven outcomes.</p>		
<p>4.5.a. School Support Staff and Resources - All Students</p> <p>1. The district will recruit, hire, and train effective clerical and support staff who promote a welcoming school climate, student attendance, and provide effective operations and support for students, parents and staff.</p> <p>2. The district will continue to provide schools and supporting departments with general supplies and operating expenses.</p>	\$47,849,122 LCFF Base	\$39,388,860 LCFF Base
<p>4.5.b. School Support Staff and Resources - English Learners</p> <p>1. Bilingual staff will continue to be provided for effective communication and engagement. In Neighborhood School and Enrollment Options (NSEO), including NSEO, Early Childhood Education (ECE), and Records, will continue to provide effective engagement, communications, and customer service for English Learner (EL) parents and families. All online and physical documents will be available in Spanish and other languages as required by law.</p>	\$873,503 LCFF S/C	\$894,807 LCFF S/C
<p>4.6. Healthy and Nutritious Meals - All Students</p>	\$64,113,030 Other - Cafeteria Special Revenue Fund	\$69,324,795 Other - Cafeteria Special Revenue Fund

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1. The district will continue providing high quality, nutrient dense meals for students in all school meal programs, including breakfast before the bell, breakfast in the classroom, nutrition break, lunch, after school snack and supper, and winter, spring and summer intersession meal programs.</p> <p>2. The district will continue supporting the district Wellness Policy in encouraging adherence to California Smart Snacks rules for all food and beverage sales during the school day at all district school sites.</p> <p>3. The district will continue offering nutrition education and school garden support throughout the district.</p> <p>4. The district will continue meal service methods at eligible schools that have yet to adopt breakfast in the classroom and nutrition break or other innovative programs.</p> <p>5. The district will continue the Love Food Not Waste program, which diverts leftover prepared food from the landfill to hunger relief organizations. We will also continue working towards reducing the amount of single use plastics in our school meal program.</p>		
<p>4.7. Attractive, Clean and Well Maintained Schools - All Students</p> <p>1. The district will continue to maintain clean, safe, environmentally friendly, and inviting schools that are worthy of our students and families and encourage successful teaching and learning. Physical environments will be viewed through the lens of improving student attendance and academic achievement and reducing negative behaviors. Such physical attributes as newer or modernized buildings, improved lighting, thermal comfort, acoustics, and indoor air quality will be included in facility design, planning and construction and maintenance. Learning spaces will mirror the district's commitment to improving the quality of education, and the value and personal</p>	<p>\$74,401,633 LCFF Base \$5,000,000 Other- Other Unrestricted</p>	<p>\$76,539,580 LCFF Base \$3,903,394 Other- Other Unrestricted \$1,215,179 Other - Restricted</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>experience of students. The district’s school structures will symbolize hope, opportunity, and stability for students and show students and families that they are respected and special individuals that are welcomed and valued.</p> <p>2. Schools will continue to be well maintained and in good repair. Schools will be inspected annually using the State’s Facility Inspection Tool (FIT). Identified deficiencies will be quickly remedied.</p> <p>3. Schools will continue to be provided with necessary supplies and utilities.</p> <p>4. Schools will continue to operate in a sustainable and environmentally responsible manner. The district will continue to be a leader in energy conservation as more solar arrays are installed and energy conservation projects completed.</p> <p>5. Training and updates will continue to be provided to ensure well-prepared and informed staff.</p> <p>6. The district is committed to leading the state and nation in reducing the students exposure to the harmful effects of lead in drinking water by adopting a 5 parts per billion (ppb) action level for drinking water; This is one third of the established EPA action level of 15 ppb. Drinking water outlets are tested and remediated when results exceed the district action level. New design standards include bottle filling stations on every campus.</p>		
<p>4.8. Safe and Secure Schools - All Students</p> <p>1. The district will ensure that school safety and security continue to be a priority that is monitored by school staff with the support of School Police Services, including the annual update of School Safety Plans and Emergency Response Plans and inspection of Emergency Response</p>	<p>\$15,585,746 LCFF Base</p>	<p>\$15,571,645 LCFF Base</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Boxes; student supervision; and School Safety Committees. Support will include training opportunities for all principals on safe school planning, along with tutorial videos for district staff posted on the School Police website.</p> <p>2. Emergency communications upgrades will continue as planned.</p> <p>3. School Police Services will continue to provide a variety of ongoing trainings in response to requests from school or community for school staff, parents, and students such as Active Shooter/Options Based Response for TK- 12 Staff, Crimestoppers, Gang and Drug Awareness (including the district's K9 officer), "stranger-danger," regional crime awareness at cluster meetings, traffic and teen driving safety, etc.</p>		

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

No Significant Variance.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Since the school closure, the focus on social-emotional well-being and mental health has heightened. As a system, the District knew that its school campuses were safe havens for many students. The District continued to provide health and wellness services to students. It continued to implement its comprehensive wellness policy and action plan. The District continued to provide additional focused support for students with disabilities and students with significant health needs. It developed high school Wellness Centers offering services to elementary and middle schools in selected priority clusters. Nursing services focused on all students having a medical home, asthma management, immunizations for school enrollment, HPV vaccination, referral loop closure, annual school-community engagement plan, and quarterly School-Based Health Care (SBHC) data reporting.

The District continued to improve meal service to students which included breakfast in the classroom for eligible schools. The Integrated Youth Services (IYS) division will continue to create and align youth services and programs that are responsive to students' needs. Counseling and Guidance: Providing comprehensive school counseling programs for all students; b. Children and

Youth in Transition (CYT): Respond to specific populations and providing services as needed, evaluating effectiveness of programs and building capacity of school sites by the implementation of integrated school site teams;

Successes experienced include:

The District developed the capacity at school sites for the implementation of Positive Behavioral Intervention & Supports (PBIS) and Restorative Justice Practice framework in order to teach students social-emotional competencies and behavioral expectations with increased clarity. In collaboration with site teams, established procedures to require the review of behavior supports/behavior plans at the first suspension and on an ongoing basis.

In addition, the Placement and Appeals department revised the District's Uniform Discipline Policy, providing tools and strategies school sites can use to understand students' behavior and addressing behavioral concerns at their early onset. Restorative Justice Practices (RJP), trauma-informed care and Positive Behavioral Intervention and Support (PBIS) programs provided professional development to ensure effective implementation to address behaviors that impact the adverse effects of school climate and student engagement.

The District provided trauma-informed care for students and professional development for staff to ensure effective implementation. A self-regulation curriculum was offered to school sites receiving Trauma-Informed Care in order to emphasize and build resiliency skills in students through teachers that have been trained to understand the impacts of Trauma and the brain. Resilience curriculum, strategies, and resources ensured the District continues to create awareness about the need to support Social and Emotional competencies within the classroom and with all students. Children Youth in Transition (CYT) continued to work alongside schools to build capacity through Integrated School Site Teams in order to address the needs of students. The District team coordinated collaborative support services to youth in transition (homeless, foster, probation, refugee, military) monitored academic progress, attendance rates, and behavioral data.

Area Superintendents collaborated with the CYT staff to develop a comprehensive plan for school sites to ensure access and equity for foster, homeless, military, refugee, and students participating in the Home/Hospital program. The plan included the development of site-level resource binder to assist with enrollment, academic, mentor, and partnership resources for supporting students in transition.

Challenges experienced include:

- Limited access to students and families to provide support was compounded by distance learning
- Staff and central office bandwidth to provide connection and targeted interventions
- Students' emotional trauma and lack of social-emotional connection was negatively reinforced during distance learning

## Goal 5

Family and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families and Communities

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities: Vision 2020: Parent and community engagement with highly regarded neighborhood schools that serve students,

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> School Climate Survey - Safety (students via CHKS and parents via CSPS)</p> <p><b>19-20</b> Gr. 5 = 87% Gr. 7 = 72% Gr. 9 = 67% Gr. 11= 71%</p> <p><b>Baseline</b> Gr. 5 = 81% Gr. 7 = 66% Gr. 9 = 61% Gr. 11 = 65%</p>	<p>Unavailable due to suspension of state survey in Spring 2020.</p>
<p><b>Metric/Indicator</b> School Climate Survey - Caring Relationships (students via CHKS and parents via CSPS)</p> <p><b>19-20</b> Gr. 5 = 67% Gr. 7 = 41%</p>	<p>Unavailable due to suspension of state survey in Spring 2020.</p>

Expected	Actual
<p>Gr. 9 = 33% Gr. 11= 40%</p> <p><b>Baseline</b> Gr. 5 = 61% Gr. 7 = 35% Gr. 9 = 27% Gr. 11 = 34%</p>	
<p><b>Metric/Indicator</b> School Climate Survey - High Expectations (students via CHKS and parents via CSPA)</p> <p><b>19-20</b> Gr. 5 = 68% Gr. 7 = 60% Gr. 9 = 48% Gr. 11= 49%</p> <p><b>Baseline</b> Gr. 5 = 62% Gr. 7 = 54% Gr. 9 = 42% Gr. 11 = 43%</p>	<p>Unavailable due to suspension of state survey in Spring 2020.</p>
<p><b>Metric/Indicator</b> School Climate Survey - Meaningful Participation (students via CHKS and parents via CSPA)</p>	<p>Unavailable due to suspension of state survey in Spring 2020.</p>

Expected	Actual
<p><b>19-20</b>  Gr. 5 = 29%  Gr. 7 = 21%  Gr. 9 = 18%  Gr. 11= 19%</p> <p><b>Baseline</b>  Gr. 5 = 23%  Gr. 7 = 15%  Gr. 9 = 12%  Gr. 11 = 13%</p>	
<p><b>Metric/Indicator</b>  School Enrollment Patterns – Neighborhood Participation Rates:  Clairemont  Crawford  Henry  Hoover  Kearny  La Jolla  Lincoln  Madison  Mira Mesa  Mission Bay  Morse  Point Loma  San Diego  Scripps Ranch  Serra  University City</p> <p><b>19-20</b>  58.5  54.8</p>	<p>Clairemont 54.1  Crawford 48.4  Henry 78.1  Hoover 64.1  Kearny 56.1  La Jolla 91.0  Lincoln 46.4  Madison 47.6  Mira Mesa 83.1  Mission Bay 78.6  Morse 66.6  Point Loma 77.6  San Diego 56.1  Scripps Ranch 93.8  Serra 86.4  University City 86.3</p>

Expected	Actual
78.4	
65.8	
64.3	
94.2	
59.2	
61.4	
83.9	
78.7	
66.4	
80.0	
62.6	
93.4	
84.6	
84.5	
<b>Baseline</b>	
Clairemont 49.3	
Crawford 44.0	
Henry 77.7	
Hoover 59.7	
Kearny 57.5	
La Jolla 94.2	
Lincoln 50.3	
Madison 53.4	
Mira Mesa 83.9	
Mission Bay 78.1	
Morse 60.5	
Point Loma 79.2	
San Diego 55.1	
Scripps Ranch 93.4	
Serra 84.6	
University City 84.5	
<b>Metric/Indicator</b>	Clairemont 87.9

Expected	Actual
School Enrollment Patterns – Cluster Articulation Rates: Clairemont Crawford Henry Hoover Kearny La Jolla Lincoln Madison Mira Mesa Mission Bay Morse Point Loma San Diego Scripps Ranch Serra University City	Crawford 73.3 Henry 96.0 Hoover 80.1 Kearny 73.5 La Jolla 97.0 Lincoln 55.8 Madison 80.3 Mira Mesa 90.3 Mission Bay 92.8 Morse 76.2 Point Loma 96.5 San Diego 70.5 Scripps Ranch 98.3 Serra 94.0 University City 93.9
<b>19-20</b> 82.9 63.3 93.5 85.3 71.9 97.9 61.2 78.0 94.8 93.3 60.6 96.4 65.8 97.9 95.1 94.0	

Expected	Actual
<p><b>Baseline</b>  75.6  47.6  90.8  79.0  59.8  97.0  44.6  68.5  92.6  90.4  43.7  94.9  51.2  97.0  93.0  91.5</p>	
<p><b>Metric/Indicator</b>  Parent opportunities for input and participation (CalSchools Parent Survey return rate)</p> <p><b>19-20</b>  45%</p> <p><b>Baseline</b>  29.9</p>	<p>Unavailable due to suspension of state survey in Spring 2020.</p>
<p><b>Metric/Indicator</b>  Schools with functional School Site Councils (SSCs)</p> <p><b>19-20</b>  Rosters: 100%  Agendas/Minutes: 100%</p>	<p>Results pending</p>



Expected	Actual
<p><b>Baseline</b> Rosters: 21.5% Agendas/Minutes: 37%</p>	
<p><b>Metric/Indicator</b> 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)</p> <p><b>19-20</b> 9,256</p> <p><b>Baseline</b> 7,120</p>	<p>Unavailable due to closure of campuses in Spring 2020.</p>
<p><b>Metric/Indicator</b> School Climate Survey - Safety (students via CHKS and parents via CSPS)</p> <p><b>19-20</b> Gr. 5 = 87% Gr. 7 = 72% Gr. 9 = 67% Gr. 11= 71%</p> <p><b>Baseline</b> Gr. 5 = 81% Gr. 7 = 66% Gr. 9 = 61% Gr. 11 = 65%</p>	<p>Unavailable due to suspension of state survey in Spring 2020.</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>5.1.a Meaningful Engagement and Participation - All Students, Students w Disabilities, LGBTQIA</p> <p>1. The Family Engagement Team will work in conjunction with the Area Superintendents and the Special Education Division to facilitate and provide tools, resources, and training needed to assist with the recruitment and participation of parents to establish and implement effective school and district level committees, including Site Governance Teams (SGT) and the Community Advisory Committee (CAC) for Special Education.</p> <p>2. The Special Education Division and Special Education Ombudsperson office will continue to partner together to support parent learning around students with disabilities.</p> <p>3. An annual districtwide subgroup, school and cluster family engagement survey will be conducted to identify strengths and areas for improvement in family engagement.</p> <p>4. Schools/parents/guardians will create a family engagement plan based on survey results, student academic needs, and/or identified priorities, and aligned to district goals and federal and state requirements. Family Engagement resource teachers will work with staff to develop and implement effective instructional home strategies to connect to student learning (i.e., family learning strategies, home visits, student-led conferencing, etc.) to meet desired family engagement plan outcomes.</p> <p>5. Parents, families, and community members will be provided with leadership training opportunities to enhance meaningful engagement, participation in shared decision making, and to assume leadership roles.</p>	<p>\$547,234 Other - Title I</p>	<p>\$283,096 Other - Title I \$17,332 Other - Title II</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>6. The Family Engagement Team, in collaboration with Counseling and Guidance, Restorative Justice Practices (RJP) and schools, will plan and provide family engagement opportunities (e.g., workshops, print, video, online/on-demand, etc.) responsive to the needs of parents and families, and supportive of neighborhood culture and circumstance (e.g., family engagement trainings, activities and restorative justice practices, strength-based approaches, resilience, and social/emotional learning).</p> <p>7. The Family Engagement Team will build capacity in school staffs, engage and teach community partners and family leaders to empower every family with effective home- based instructional strategies (High Impact Home Strategies and/or family learning strategies, online supports such as podcasts, and self-guided trainings) to support their student’s academic and developmental goals.</p> <p>8. Parent information and training will be provided to families so they can access Parent Portal (through PowerSchool) in order to have access to student grades, attendance data, assessment results, and school communication. Training also includes support orientation and building capacity with technology use at home and social media to enhance student achievement.</p> <p>9. The Family Engagement Team will support and collaborate with sites to provide guidance on how to build a school that welcomes families as partners. Resources and materials (e.g., print, video, online, and training) will be provided to create a culture of shared responsibility for learning and success of students.</p> <p>10. The Family Engagement Team will support the district as a partner to engage with the community in a broader dialog and examination of issues related to students, such as Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, Asexual (LGBTQIA), race, language, religion and culture.</p>		

<p style="text-align: center;"><b>Planned Actions/Services</b></p>	<p style="text-align: center;"><b>Budgeted Expenditures</b></p>	<p style="text-align: center;"><b>Actual Expenditures</b></p>
<p>11. The Family Engagement Team will continue to support sites participating in the San Diego Education Association (SDEA) Parent Teacher Home Visit Project with trainings and assistance. Additionally, new sites will be identified for program expansion to build trust and respectful relationships between home and school. The team will collect attendance data and parent input to share staff, parents, and families.</p> <p>12. In collaboration with the Special Education Department and the Ombudsman the Family Engagement Team will develop parent workshops with the district advisories and committees to inform and educate parents on the Local Control and Accountability Plan (LCAP), Individual Education Plans (IEP), educational systems, etc., so that parents and community partners can make informed recommendations to the various decision-making groups.</p> <p>Special Education trainings will include topics such as Least Restrictive Environment, Integrated Multi-Tiered Systems of Support (I-MTSS), Universal Design for Learning and the difference between accommodations and modifications.</p> <p>Cluster and site-level trainings will focus on the IEP process and supports for behavior and instruction for students with disabilities.</p> <p>13. The Family Engagement Team will work with parent leadership advisories and committees by creating collaborative learning environments to utilize research based strategies to engage stakeholders in action driven initiatives to support student achievement, parental engagement and empowerment.</p> <p>14. Stakeholder review and feedback opportunities on Local Control and Accountability Plan (LCAP) implementation and development will be encouraged at the district level to be taken back to the site level (e.g., through District Advisory Committees to filter back to Site Governance Teams [SGT], or English Learner Advisory Committee [ELAC]).</p>		

<p style="text-align: center;"><b>Planned Actions/Services</b></p>	<p style="text-align: center;"><b>Budgeted Expenditures</b></p>	<p style="text-align: center;"><b>Actual Expenditures</b></p>
<p>5.1.b. Meaningful Engagement and Participation - English Learners, Foster/Homeless, Low Income</p> <p>1. The Family Engagement Team will work in conjunction with the Office of Language Acquisition (OLA) and the Finance Department to train, facilitate and provide tools, and resources needed to establish and implement effective school and district level committees, including English Learner Advisory Committees (ELAC/DELAC), School Site Councils (SSC), and the District Advisory Council for Compensatory Education (DAC).</p> <p>a. The Office of Language Acquisition (OLA) and Family Engagement will continue to strengthen partnerships with English Learner (EL) parents and build a common vision and understanding for DELAC members of the family engagement services offered.</p> <p>2. The Family Engagement Team and schools will partner with Integrated Youth Advocacy to engage English Learner (EL), foster/homeless and low income (LI) families to better understand the education system, to ensure students are college and career ready (i.e., guidance on navigating the school system, Common Core and other new content standards, UC 'a-g' and graduation requirements, district goals, etc.). The Office of Language Acquisition (OLA) will continue to partner and collaborate on designing parent friendly information about the education system to ensure English Learners (EL) are college and career ready.</p> <p>3. The Family Engagement Team, in collaboration with Children and Youth in Transition (CYT), will develop and provide resources and work with identified families and students (i.e., military, homeless, foster, refugee) to offer parent/community engagement opportunities to increase students' academic and social emotional achievement.</p> <p>4. The district will partner with Harvard to plan and implement the Achievement Gap Prevention Project: A vision for family engagement from prenatal to college, at Logan Memorial Complex.</p>	<p>See actions 1.8.a., 1.8.c., 1.10.a., 1.10.b., 4.3.a., 4.3.b.</p>	<p>See actions 1.8.a., 1.8.c., 1.10.a., 1.10.b., 4.3.a., 4.3.b.</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>5.2. Parent and Community Assistance and Support - All Students</p> <p>1. The Quality Assurance Office (QAO) will continue to be accessible and responsive to parents, staff and community who express concerns or seek assistance in a fair, timely and impartial manner. To optimize service, operations and efficiency, the Quality Assurance Office will develop an intake form for stakeholders to complete when visiting the Quality Assurance Office to facilitate the process for addressing and recording inquiries/concerns. The intake form will enable stakeholders to communicate the specific issue or areas of concern and why they believe the school site or department did not resolve the issue to their satisfaction. This information will allow QAO staff to review and determine the appropriate course of action as a first step in the resolution of the inquiry/concern. QAO will be engaged from the onset of the inquiry or concern until conclusion takes place in accordance with district protocols.</p>	<p>\$1,423,851 LCFF Base</p>	<p>\$1,267,223 LCFF Base</p>
<p>5.3.a. Translation and Interpretation Services - English Learners</p> <p>1. Translation and interpretation services will continue to be provided to facilitate effective communication, engagement, and participation for all stakeholders.</p> <p>2. The district will continue to review and respond to cluster-specific needs and communication preferences (e.g., the Crawford Cluster's need for services in key languages including Arabic, Somali, Kizigua, Swahili, and Karen with preference for verbal/oral interpretation). Area Superintendents will continue to work closely with Cluster Chairs to ensure cluster meetings are supported in every way possible.</p>	<p>\$2,103,379 LCFF S/C</p>	<p>\$2,043,389 LCFF S/C</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>3. The district will continue to maintain staffing and resources for the Translation Department to more effectively serve a wider range of language groups and needs.</p>		
<p>5.3.b. Translation and Interpretation Services - English Learners</p> <p>1. Translation and interpretation services will continue to be provided to facilitate effective communication, engagement, and participation for all stakeholders.</p> <p>2. The district will continue to review and respond to cluster-specific needs and communication preferences (e.g., the Crawford Cluster's need for services in key languages including Arabic, Somali, Kizigua, Swahili, and Karen with preference for verbal/oral interpretation). Area Superintendents will continue to work closely with Cluster Chairs to ensure cluster meetings are supported in every way possible.</p> <p>3. The district will continue to maintain staffing and resources for the Translation Department to more effectively serve a wider range of language groups and needs.</p>	<p>\$45,465 Other - Title I</p>	<p>\$51,958 Other - Title I \$38,533 Other - Title II</p>
<p>5.4.a. Enrollment Options and Opportunities - All Students</p> <p>1. The Family Welcome and Enrollment Center will further expand its services to provide support to families who wish to enroll their preschool aged children in district-operated pre- schools, by merging Early Childhood Education (ECE) under Neighborhood School and Enrollment Options (NSEO). The Pre-K enrollment process will be restructured to provide a more efficient process for families and staff. Early Childhood Education (ECE) opportunities in the Henry, La Jolla, Serra, and Scripps Ranch clusters will be researched. A new online process through SchoolMint will be initiated in 2019-20. Additional Choice application priorities will be included in the lottery process for the</p>	<p>\$43,638 Other - Title I</p>	<p>\$39,970 Other - Title I</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2020-21 school year, providing greater access for a wider range of students. Neighborhood Schools and Enrollment Options (NSEO) will continue to investigate a county-wide online interdistrict attendance permit system to more accurately track interdistrict enrollment and related data.</p> <p>2. The district will continue to examine the phasing out of optional attendance areas to improve cluster alignment, which is anticipated to improve cluster neighborhood participation rates, and improve coordination among schools within clusters, especially focusing on cluster elementary schools to promote articulation to neighborhood middle schools. Area Superintendents will continue to support these efforts to strengthen K-12 program alignment. Continued support for elementary schools in the Kearny and Clairemont Clusters will be provided in the launch of K-12 Science, Technology, Engineering, Arts and Math (STEAM) Pathways. Neighborhood School and Enrollment Options (NSEO) will collaborate with OLA to ensure equitable access to dual language programs for both resident and Choice families, as well as to ensure parent choice for an English only program in their cluster.</p> <p>3. Additional enhancements will be requested of the provider PowerSchool to further make the online Choice process more user friendly, and more clearly indicate which schools may provide bus service to qualified riders. Neighborhood Schools and Enrollment Options (NSEO) and Integrated Technology (IT) will engage in discussions with PowerSchool to request additional enhancements to make the application more informative for parents and more efficient for staff.</p> <p>4. The Family Engagement Team’s community assistants and support staff will support schools within their communities by sharing/distributing/communicating information on school-based contacts in an effort to increase Pre-K and TK enrollment.</p>		
5.4.b	\$920,042 LCFF S/C	\$1,019,616 LCFF S/C



<p style="text-align: center;"><b>Planned Actions/Services</b></p>	<p style="text-align: center;"><b>Budgeted Expenditures</b></p>	<p style="text-align: center;"><b>Actual Expenditures</b></p>
<p>Enrollment Options and Opportunities - English Learners, Foster Youth, Low Income</p> <p>1. The Family Welcome and Enrollment Center will expand its services to provide families complete enrollment support from Pre-K-12. A new online Pre K enrollment program via provider SchoolMint will be launched, providing a convenient remote method to enroll children in our Pre-K programs. Early Childhood Education opportunities in clusters without district run pre Ks will be explored. The PowerSchool Choice module will provide additional application priorities, including those for continuity of enrollment for families that move out of a cluster or the district, for concurrent applications for siblings within a cluster, and for new to district pupils enrolling from non-district run schools, increasing enrollment access to more families. Neighborhood Schools and Enrollment Options (NSEO) will continue to pursue a county-wide online interdistrict attendance permit system to more accurately track interdistrict enrollment and related data.</p> <p>2. The district will continue to phase out some optional attendance areas to improve cluster alignment, which is anticipated to improve cluster neighborhood participation rates, and improve coordination among schools within clusters, especially focusing on cluster elementary schools to promote articulation to neighborhood middle schools. Area Superintendents will continue to support these efforts to strengthen K-12 program alignment. Continued support for elementary schools in the Kearny and Clairemont Clusters will be provided in the launch of K-12 Science, Technology, Engineering, Arts and Math (STEAM) Pathways.</p> <p>3. Additional enhancements will be made to the online Choice process to better organize applications to sites with multiple strand programs, and more clearly indicate which schools may provide bus service to qualified riders. Neighborhood Schools and Enrollment Options (NSEO) and Integrated Technology (IT) will engage in discussions with PowerSchool to request additional enhancements to make the application more informative for parents and more efficient for staff.</p>		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>4. The Family Engagement Team’s community assistants and support staff will support schools within their communities with information sharing and school-based contacts to increase Pre-K and TK enrollment.</p>		
<p>5.5. District Pathways - All Students</p> <p>1. The Spanish dual immersion program that started with Kindergarten students at Tierrasanta Elementary, Muir Language Academy, and Kimbrough Elementary will expand to accommodate the next grade level until fifth grade. As students move through the grade levels, the program will expand to middle and high schools. Benchmark Adelante and Advance curriculum will be provided for expanding (K-6) grade levels of Spanish.</p> <p>2. Montgomery Middle, Linda Vista Elementary and Carson Elementary Schools are in Year 3 of their transition to Science, Technology, Engineering, Arts and Math (STEAM) Magnet Schools, funded by the 2016 Federal Magnet School Assistance Program (MSAP) Grant. The MSAP grant project will be going into a Year 4 no-cost extension for the 2019-20 school year, providing opportunity to expanding marketing and recruitment, revise and continue to strengthen STEAM units of inquiry, focus on the pedagogical shifts necessary for inquiry-based, process oriented teaching and learning, and align their academic programs to Kearny High School.</p> <p>3. The Office of Language Acquisition will continue to support the sister school partnership with the John Muir Language Academy and increasing dual language programs across the district. The Office of Language Acquisition (OLA) will continue to provide translation of Critical Concepts and English Language Development (ELD) Bundles in Spanish.</p>	<p>\$3,115,740 Other - Restricted</p>	<p>\$3,402,487 Other - Restricted</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>5.6. Community Relations and Partnerships - All Students</p> <p>1. The district will continue to improve communication strategies and structures for timely and easy access to information, support, and resources.</p> <p>2. Continue to foster community partnerships to support student and family engagement and learning. Learning partnerships will continue to be cultivated, sustained, and expanded.</p> <p>3. Current, accurate, and timely communication will continue to be provided to parents regarding student learning (e.g., Naviance, website, automated calls, school and teacher communications). The Integrated Technology (IT) Division will further enhance the PowerSchool Parent Portal to provide school staff and parents/guardians that have students riding the bus with realtime pickup/dropoff location and time information displayed in a map interface for easy use. By leveraging information from the Transportation Zonar ZPass system, this means communication will allow for parents/guardians and school sites to answer questions immediately about where their student(s) was picked up and dropped off on any given day. In the 2019-20 school year, IT will release a new feature that gives parents the ability to access and download state testing results through the parent portal. Additional online resources will also be developed including new self-help short videos to support parents setting up their accounts the first time.</p> <p>4. The Family Engagement Team will work in collaboration with School Police Services to strengthen community relations, provide resources and supports for at-risk youth and their families, identify community safety issues and support in community building (i.e., True Blue Program, Coffee with the Chief, school community walks, etc.). School Police Services will partner with Integrated Youth Services to continue building relationships and partnerships with school communities.</p>	<p>See actions 1.10.a., 1.10.b., 6.2.</p>	<p>See actions 1.10.a., 1.10.b., 6.2.</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>5. The Integrated Youth Services Division will continue to work with community partners to align services and programs offered to students within schools at all grade levels. These partnerships will continue to be inclusive of all students and focused on enriching student access to academic, college/career readiness and social emotional success. The purpose of these collaborations is to enhance students' mental health and wellbeing, provide avenues for students to increase school engagement, create pathways of support for children/youth in transition, provide support services in collaboration with families and enrich the overall experiences of students in support of their academic success and college/career readiness.</p>		

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

No Significant Variance.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

### Successes:

The Family Engagement Team worked in conjunction with the Area Superintendents and the Special Education Division collaborated to facilitate and provide tools, resources, and training needed to assist with the recruitment and participation of parents to establish and implement effective school and district-level committees, including Site Governance Teams (SGT) and the Community Advisory Committee (CAC) for Special Education.

The Family Engagement Team and schools also partnered with Integrated Youth Advocacy to engage English Learner (EL), foster/homeless, and low income (LI) families to better understand the education system, to ensure students are college and career ready (i.e., guidance on navigating the school system, Common Core and other new content standards, UC 'a-g' and graduation requirements, district goals, etc.). The Office of Language Acquisition (OLA) will continue to partner and collaborate on designing parent-friendly information about the education system to ensure English Learners (EL) are college and career ready.

The Quality Assurance Office (QAO) continues to be accessible and responsive to parents, staff and community who express concerns or seek assistance in a fair, timely, and impartial manner. To optimize service, operations and efficiency, the Quality

Assurance Office developed an intake form for stakeholders to complete when visiting the Quality Assurance Office to facilitate the process for addressing and recording inquiries/concerns.

The Family Welcome and Enrollment Center expanded its services to provide families complete enrollment support from Pre-K-12. A new online Pre-K enrollment program via provider SchoolMint was launched, providing a convenient remote method to enroll children in our Pre-K programs.

The Family Engagement Team collaborated with sites to provide guidance on how to build a school that welcomes families as partners. Resources and materials (e.g., print, video, online, and training) have been provided to create a culture of shared responsibility for the learning and success of students.

The Family Engagement Team worked in collaboration with School Police Services to strengthen community relations, provide resources and supports for at-risk youth and their families, identify community safety issues and support in community building (i.e., True Blue Program, Coffee with the Chief, school community walks, etc.). School Police Services partnered with Integrated Youth Services to continue building relationships and partnerships with school communities.

#### Challenges:

- Need for family connection to school community exceeded the bandwidth of outreach efforts during distance learning
- Parents unable to receive timely feedback regarding student academic progress from school sites during distance learning
- Rate and flow of communication regarding school closures outpaced the systems and structures of communication

# Goal 6

Well-Orchestrated Districtwide Support Services and Communications

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities: Vision 2020: Well-orchestrated districtwide support services and communications

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> (Included in Goals 1-5)</p> <p><b>19-20</b> (Included in Goals 1-5)</p> <p><b>Baseline</b> (Included in Goals 1-5)</p>	(Included in Goals 1-5)

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>6.1 Basic Services and Infrastructure - All Students</p> <p>1. The district will continue to provide infrastructure for basic services to ensure effective system-wide support for schools and personnel, including:</p> <p>a. Finance, payroll, and procurement services</p> <p>i. The Finance Division will continue to support the SDUSD community with timely financial updates, including presentation materials to increase the understanding of school financing. Targeted training and materials have been developed and will continue to be available for district staff. The Finance Team is collaborating with the Integrated Technology Team to provide online access to school and department level financial activity. Regular financial updates are provided to</p>	<p>\$12,346,488 LCFF Base</p> <p>\$50,411,688 Other- Other Unrestricted</p> <p>\$2,136,105 Other - Title I</p> <p>\$177,875 Other - Title II</p>	<p>\$1,943,222 LCFF Base</p> <p>\$66,935,829 Other- Other Unrestricted</p> <p>\$1,871,555 Other - Title I</p> <p>\$92,361 Other - Title II</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>principals and site leaders in an effort to provide the clearest budget information to all stakeholders.</p> <p>2. The Strategic Sourcing and Contracts Department will continue to maximize the effectiveness, efficiency and economy in the procurement of goods and services, to provide excellent customer service, and to protect the district's purchasing powers through standardized policies and procedures. The department will continue to focus on supporting schools and other departments by effectively and efficiently procuring goods and services through innovative strategies, such as; the use of competitively bid projects, cooperative contracting, and fostering partnerships with other public agencies.</p> <p>b. Legal, legislative, risk management, labor relations, and charter school services.</p> <p>c. Human Resource Services Division (HRSD). Utilizing the District's focus on diversity and cultural proficiency, the Human Resource Services Division will continue to acquire and develop top talent. The Division will continue to enhance the capacity of site administrators, supervisor and managers in effective performance management practices that helps employees improve and to recognize those whose performance is outstanding.</p> <p>d. Integrated Technology (IT) In 2019-20 IT will be replacing the district's core infrastructure network hardware.</p> <p>e. Other operational services (e.g., distribution, real estate, etc.).</p> <p>i. Distribution Services will continue to support academic excellence in the classroom through its district-wide delivery system for textbooks, equipment, supplies and other resources, resupplying Full Option Science System (FOSS) kits; moving material and equipment to and from district sites, supporting cafeterias with food delivery; delivering and distributing intra- district mail; and managing the storage of inactive student records.</p>		
<p>6.2 Communications - All Students</p>	<p>\$1,856,053 LCFF Base</p>	<p>\$1,767,251 LCFF Base</p>

<p style="text-align: center;"><b>Planned Actions/Services</b></p>	<p style="text-align: center;"><b>Budgeted Expenditures</b></p>	<p style="text-align: center;"><b>Actual Expenditures</b></p>
<p>1. Effective districtwide communication systems, methods, and strategies will continue to be provided within the district and extended to external stakeholders. Additional venues and strategies to effectively reach all stakeholders will be explored.</p> <p>2. The district will continue to improve and refine district and school websites to be more user-friendly and transparent, better organized, and mobile/tablet friendly for all stakeholders including parents, community and staff.</p> <p>a. Neighborhood Schools and Enrollment Options (NSEO) will continue to update the web pages related to enrollment including information on the Choice process, changes in site programs and offerings, and historical data on Choice acceptance rates.</p> <p>b. Early Childhood Education (ECE) information will be relocated to the Neighborhood School Enrollment Options (NSEO) pages.</p> <p>3. The district will continue to expand the use of digital communications including webpages, electronic newsletters, social media, streaming and on-demand videos, and SchoolMessenger. The district will also seek to increase text message capabilities via SchoolMessenger.</p> <p>a. Neighborhood Schools and Enrollment Options (NSEO) will send regular SchoolMessenger notices regarding Early Childhood Education (ECE) pre enrollment information as well as choice deadlines and special enrollment events.</p> <p>4. Communications and information sharing with clusters will continue to be enhanced.</p> <p>5. The district will continue to collaborate with the San Diego County Office of Education (SDCOE) and other districts on the development and distribution of standard, targeted messages to support student success.</p> <p>a. Neighborhood Schools and Enrollment Options (NSEO) and ECE staff will regularly attend SDCOE trainings related to enrollment, and correspond/collaborate with other districts countywide regarding best enrollment practices.</p> <p>6. Central Office departments will develop customer friendly systems and improve response times to district employees and external</p>		



<p style="text-align: center;"><b>Planned Actions/Services</b></p>	<p style="text-align: center;"><b>Budgeted Expenditures</b></p>	<p style="text-align: center;"><b>Actual Expenditures</b></p>
<p>stakeholders, while striving to reach solutions at the lowest possible level.</p> <p>a. The Integrated Technology (IT) Division will replace the current district HelpDesk system which will allow staff to more easily submit and track status of their technical support cases. IT staff will have more options to communicate updates/status, and have consolidated resources to conduct troubleshooting and resolution to the technical support needs of staff and student systems/devices. In 2019-20, the IT Division will provide additional support options in both the HelpDesk phone queues and the new system to better handle overlapping technology support with our Physical Plant Operations (PPO) department(s).</p> <p>b. The Special Education Division will continue its emphasis on improving response time and communication.</p> <p>c. Neighborhood Schools and Enrollment Options (NSEO) will continue to post frequent updates for staff with important information and directives relative to enrollment and school Choice.</p> <p>d. The Family Welcome and Enrollment Center will continue to provide excellent and efficient customer service to the community and school sites. A new automated phone system provides specific information on commonly asked topics and questions. The e-options email response system is monitored daily. Department leadership provides customer service training on a bi-monthly basis on topics such as effective and courteous communication strategies, working with challenging customers, and improving response times.</p> <p>e. The Family Welcome and Enrollment Center will update site and cluster videos that are streamed on the department's television monitors. Student Netbooks with links to educational sites will be available for young children to access, along with a selection of thematic books for reading.</p> <p>f. Neighborhood Schools and Enrollment Options (NSEO) will continue to provide priority support to school sites through a new phone system that will direct callers to input their employee ID and route the call to the next available staff member.</p> <p>g. Physical Plant Operations (PPO) call center will continue to manage incoming calls for service, extend invitations annually to meet and review operational concerns with all school administrators and continue</p>		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>to update automated response features in its maintenance management software.</p> <p>h. The Human Resource Services Division will continue its emphasis on improving response time and communication.</p>		
<p>6.3. Operations in Alignment with Vision 2020 and LCAP Goals - All Students</p> <p>1. The district will continue its work with the California School Boards Association to ensure that all policies and regulations are in alignment with the district’s Vision 2020 and LCAP goals.</p> <p>2. The district will increase efficiency and streamline operations through the consolidation of similar services, and align service locations to allow for the maximum provision of services to students.</p> <p>a. The Instructional Technology Department will add instructional applications that school sites may subscribe to for their students, and leverage new Clever functionality that allows adding other links in the student portal for instructional content or other relevant tools that will make accessing technology easier for students and reduce school administration time. The IT Division and Early Childhood Education (ECE) department will implement an online parent application and enrollment management system.</p> <p>b. ECE will be located at the Family Welcome and Enrollment Center for single location enrollment services, PreK - 12.</p>	See all actions	See all actions

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

No Significant Overall Variance.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

### Successes:

The Finance Division supported the San Diego Unified School District (SDUSD) community with timely financial updates, including presentation materials to increase the understanding of school financing. Targeted training and materials were developed and will continue to be available for district staff. The Finance Team collaborated with the Integrated Technology Team to provide online access to school and department-level financial activity.

Regular financial updates have been provided to principals and site leaders in an effort to provide the clearest budget information to all stakeholders.

Utilizing the District's focus on diversity and cultural proficiency, the Human Resource Services Division acquired and developed top talent. The Division enhanced the capacity of site administrators, supervisors and managers in effective performance management practices that helps employees improve and to recognize those whose performance is outstanding.

Distribution Services will support academic excellence in the classroom through its district-wide delivery system for textbooks, equipment, supplies, and other resources, resupplying Full Option Science System (FOSS) kits; moving material and equipment to and from district sites, supporting cafeterias with food delivery; delivering and distributing intra-district mail; and managing the storage of inactive student records.

The District collaborated with the San Diego County Office of Education (SDCOE) and other districts on the development and distribution of standard, targeted messages to support student success. Neighborhood Schools and Enrollment Options (NSEO) and Early Childhood Education staff attended SDCOE trainings related to enrollment, and correspond/collaborate with other districts countywide regarding best enrollment practices.

### Challenges:

- Updates regarding financial status of schools while in distance learning

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Health & Safety - The district will ensure sites and workstations are equipped with proper sanitization materials, personal protective equipment (PPE), desk shields for front office administrative staff, and strategies to be prepared for disinfection when returning to in-person is deemed appropriate to do so.	\$30,135,465	17,693,476	No
Health & Safety - The district has developed health and safety protocols which include daily screening with thermometers and established protocols to follow if symptoms are detected.	\$9,618,141	13,768,151	No
The District will develop protocols for the safe transportation of students to and from school following health guidelines.	\$3,500,000	23,140	Yes
Social and Emotional - Principals will implement a district wide Call to Action which will foster safe, inclusive and collaborative schools and classroom environment.	\$5,760,809	4,577,971	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The timeline of school reopening was delayed significantly due to COVID-19. This change in the timeline, delayed school reopening for months and can be directly attributed to the decrease in expenditures since there were minimal cost for services like transportation.

## Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

The health and safety of students, staff, families, and the entire San Diego community is paramount to the San Diego Unified School District. Therefore, SDUSD launched the 2020-2021 school year in online learning for all students based on the recommendations of state and local health and safety professionals. Throughout the return to on-site instruction process, the District worked closely with a UCSD Medical Panel of experts to ensure the safest return possible.

When classrooms reopened, the District was determined to create the safest learning environment possible for students and staff. Personal Protective Equipment (PPE) was acquired and distributed, advanced ventilation was placed in classrooms and access to Covid-19 testing was available.

San Diego Unified opened for in-person appointment-based learning in November 2020. Appointment-based learning continued with a focus on small group instruction tailored to meet the needs of its neediest students. The sizes of these groups were limited by grade level and adhered to CDPH cohorting guidance.

February 2021 on-site Learning Options expanded to include Classroom and Learning Labs which allowed more students to attend on-site. These labs allowed students to report on-site to participate in instruction alongside their classroom teacher. Classroom Labs were open to students on the educator's roster and the schedule for the Classroom Lab is based on the educator who is hosting the lab. Learning Labs provided students an opportunity to come on-site for a safe learning environment to access online learning. Learning Labs are supervised by Visiting Teachers or non-certificated staff members and provided students the ability to utilize district WiFi to participate in online learning in a quiet space. As of February 2021, sites were hosting 234 Classroom Labs and 316 Learning Labs. The number of students who participated in on-site learning did dip when the county was placed in the Purple Tier but then increased significantly with the steady decline of case rates. On average students attended approximately 8.6 appointments with a total of 8,073 students served, 4,491 being unduplicated students.

April 5, 2021 is when teachers returned to school sites and on April 12, 2021, on-site instruction resumed for all schools. Prior to April 12th, families were surveyed by the District to indicate their preferred instructional model (on-site versus online). Schools then developed schedules based on the number of families returning onsite and the space available on their school campuses. All families were offered the opportunity to choose between the On-site/Online Hybrid Model or Online Model, recognizing that not everyone will feel comfortable returning to the classroom.

63,000 survey responses from families were received, representing approximately 65% of students. Based on responses, 73% of families opted to have their child in on-site/online hybrid instruction, 27% of families opted for online learning only for the remainder of the school year. Leaders worked alongside their site teams to develop possible scenarios to serve the maximum number of students possible and plan for the maximum capacity possible to determine grade level configurations and the possibility of two or four days. Decisions of 2 days or 4 days of on-site instruction for stable groups were contingent upon families' responses and health and safety mitigations.

On April 12, 2021, the attendance percentage was 94.5% on the first day of school for both on-site/online hybrid and online. For On-site/Online Hybrid, the attendance percentage was 96.9% and for Online learners, attendance was 92.1%.

An extensive amount of planning and preparation went into transporting students for the first day of reopening while keeping health and safety at the forefront for passengers and employees. Transportation worked directly with sites to ensure all eligible riders were assigned services for April 12th. Parents were communicated with regarding drop off and pick up information via letter, email, and telephone. All pupils at stops were provided safe transportation to and from school. Supervisors have been present at high volume bus stops to ensure riders follow all health and safety measures.

As of May 4, 2021:

108 Elementary sites offered 4 days of on-site instruction, 8 offered a combination of 2/4 days

2 Middle schools offered 2 days of on-site instruction, 24 offered 4 days, and 2 offered a combination

3 High schools offered 2 days of on-site instruction, 19 offered 4 days, and 4 offered a combination

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Continuity of Instruction - The district will ensure all students are receiving continuity of instruction by providing appropriate digital tools for teaching in an online format.	\$5,727,374	\$3,505,647	No
Continuity of Instruction - A Welcome Week will be hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all.	\$5,079,812	\$7,768,661	No
Continuity of Instruction - Professional development will be provided for all district educators with a focus on our most vulnerable learners including dual identified English learners, students with disabilities and learners needing targeted support.	\$9,810,641	\$10,128,518	Yes
Access to Devices and Connectivity - All Students will receive a district issued device to ensure access to curriculum while in a distance learning format.	\$13,965,259	\$13,289,546	No
Access to Devices and Connectivity - Internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning and ensuring a special delivery process to obtain access to a district device for students and families with unique circumstances such as challenges related to transportation, housing, or other factors.	\$4,295,641	\$2,453,198	Yes
Supports with Pupils with Unique Needs - Additional support will be provided to English Learners, Foster Youth, Homeless, and Students with Disabilities.	\$7,258,217	\$15,683,017	Yes
Access to Devices and Connectivity - The district will utilize an Online Learning Technical Support/help desk available to students and families in need of assistance during distance learning. Physical support centers will be set up in multiple locations to exchange student devices when technical phone support is unable to support.	\$3,928,000	3,141,142	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Continuity of Instruction - Planning, preparation and support to ensure continuity of instruction in both a synchronous and an asynchronous environment.	\$24,432,752	\$17,068,232	No
Pupil Participation and Progress - Online instruction will provide daily live interaction for the purposes of instruction, progress monitoring, and maintaining school connectedness.	\$12,979,060	\$19,554,155	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The variance is due to a shift in funding due the Distance Learning Program continuing for months beyond the planned reopening date. The cost is partially offset by the decrease in In-Person Instruction which aligns to the changes in the school reopening timeline.

### Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

**Continuity of Instruction:**  
 In the 2020-2021 school year, the school day included a minimum of three-hundred and sixty (360) minutes of synchronous and asynchronous learning for students. Daily collaboration was planned by educators and delivered through video conferencing.

As the transition from online learning shifted to in-person learning, the District hosted a family and student preparation week (April 5 - 9) as well as an educator preparation week. In the student preparation week, students received:

- 120 minutes of Live Instruction
- Whole Group and Small Group Content-Area Instruction
- Community Building
- 120 minutes of Asynchronous Learning
- Independent Activities
- Practicing Skills
- Videos to Help Students and Families Prepare for Phase 2

In order to ensure students were ready to be welcomed on campus, the District provided space for educators to prepare their classrooms for students. Educators engaged in 30 Minutes of district-developed training on classroom technology, transitioning students to on-site instruction, wellness, social/emotional learning and health/safety procedures, and/or site procedures. During this



time, students still received the continuity of instruction.

#### Access to Devices and Connectivity:

To support student technology needs during online learning, over 89,000 devices have been checked out to students and over 6,000 families were provided with internet connectivity. Support stations and family support lines were created to overcome the challenge of malfunctioning devices and families in need of technical support.

Due to the increased usage of technology beginning April 12th, a major challenge was a significant network lag as students returned on-site. The Integrated Technology analyzed each school's individual connection to the District's network, and proactively upgraded those connections that had been on the higher end of use, pre-pandemic.

Several forms of technical support continue to be provided for families including:

- Live technical support by calling the SDUSD family technology support line
- Support centers opened around the District for exchanging any non-working student devices
- Digital resources including several videos posted on the District's website for families to access needing assistance

#### Pupil Participation and Progress:

Online instruction provided daily live interaction for the purposes of instruction, progress monitoring, and maintaining school connectedness. Educators delivered daily live instruction via video conferencing. To ensure student learning was monitored, educators provided guidance, support, and checked for understanding throughout the lesson, and provided opportunities for students to practice their learning independently. In addition, the District developed a Multi-Tiered System of Support in order to provide students with appropriate interventions to engage and attend school. This process included collaborative strategies that the educators, school principals, and school teams engaged in with the goal of minimizing barriers to learning. School leaders have been provided with student data that helps identify students that are in need of additional support to engage and attend school.

#### Distance Learning Professional Development:

The District remained committed to supporting educators and leaders through online learning by providing relevant and innovative professional development to ensure the success of all learners.

#### Professional Development for Educators:

At the beginning of the 2020-2021 school year, SDUSD in partnership with local bargaining units developed a week-long series of professional learning opportunities. This professional development series equipped thousands of educators and leaders with the knowledge, skills, tools, and strategies necessary to successfully launch the new school year in online learning. Attendees included Teachers PreK-12, School Counselors, School Nurses, School Psychologists, and Speech Language Pathologists. 6,000 educators attended this week of system-wide professional learning

#### Professional Development for Leaders:

Leadership professional learning was grounded in ensuring all students are moving into the sphere of success and all educators are equipped to design equitable classroom conditions for every student during online or onsite learning.

Leaders engaged in collective learning focused on building anti-racist and restorative school communities where we collectively eliminate inequities, barriers and disproportionalities that prevent students from receiving equitable access, experiences and outcomes.

2020-2021 leadership professional development series focused on culturally sustaining and relevant teaching, SDUSD invited renowned keynote speakers:

- Dr. Bettina Love, author of *We Want to do More Than Survive*
- Dr. Doug Fisher, author of *Distance Learning Playbook*
- Hamish Brewer, author of *Relentless*
- Zaretta Hammond, author of *Culturally Responsive Teaching and the Brain*

SDUSD leaders were provided ongoing opportunities to refine their instructional expertise as they support both online and on-site teaching and learning through the following professional learning structures:

- Principal Institutes
- Leadership Labs
- Area Superintendent walkthroughs and Office Hours

### Support for Pupils with Unique Needs

#### English Learners:

The Office of Language Acquisition in collaboration with various departments provided ongoing professional development and classroom support for teachers of English and Multilingual learners. We designed professional learning modules that highlight scaffolds, strategies and supports to enhance and inspire student engagement.

Online learning produced many unforeseen challenges for the students and families. The District, optimistically, launched the year with a week of professional development designed for teachers, students, and families. It quickly realized that its multilingual students and families needed different types of support. The team rallied in response to provide family outreach and support. This entailed developing multiple means of communication with families to get them connected to the online school community. Each site required tailored services for its multilingual families. For example, at the beginning of online learning, the District needed to provide teaching modules to its students and families with technology. This included logging into Chromebooks, accessing Google Classroom, and other online platforms. The support was framed through the lens of helping with access to online supports and services. The District also navigated obstacles such as oral participation, cameras on, and connectivity issues.

As more students were able to log on and navigate the digital classrooms, the District was able to support small group instruction. The next obstacle was creating a welcoming and safe online environment to support student engagement. The small group learning provided the opportunity to build trust and relationships with students. The Office of Language Acquisition resource teacher assisted teachers. PLCs and ILTs analyze student data (grades, language samples, writing samples and reading scores) to determine the most appropriate differentiation and scaffolding supports needed next. The team also developed online resources for teachers to meet the different typologies of English learners.

The District worked in integrated teams to design embedded language supports in district-created online materials. It embedded strategies and practices from the state frameworks, guides, and principles to support teacher learning. The District presented its curricular support and resources with the DELAC.

#### Youth In Transition (Foster and Homeless)

The District has provided ongoing supports for its Children and Youth in Transition (CYT), including those experiencing transitional living and those in foster care. It continued to provide outreach engagement efforts in collaboration with community partners. Through these collaborations, the District was able to assess the number of students needing basic needs to be met, access to technology, connectivity, health care and instructional supports to be successful in either onsite or online learning. Since the onset of our school closures, our school leaders and educators have developed student outreach strategies to ensure we get proximate to the lived experiences of our students in order to identify needed supports.

At the District level, staff has kept ongoing information and data collection on student enrollment, student attendance and student overall engagement online. Through this data, the District has been able to identify students, including Foster Youth, that are in need of additional assistance. It has provided ongoing resources for community organizations and families in order to ensure existing student resources continue to be accessible to students. Staff has also conducted ongoing collaboration meetings with community and County organizations/partners, in order to make sure available community resources and other valuable partnerships honored students' needs.

Trauma-Informed training continues to be provided to staff. The CYT department staff was able to create a 90 minutes Virtual module that allows educators to learn about TIC practices. In addition, the CYT team continues to collaborate with counselors across secondary schools in order to track students' progress toward graduation completion and students' Career Goals.

#### Students with Disabilities:

The District remained committed to access and equity, and maintained unwavering support to students receiving special education services. Students continued to receive differentiated learning opportunities based on individual needs from general education classroom teachers, education specialists, para educators and related service providers in both whole-group and small-group settings as outlined in their IEP

Families are able to request an IEP meeting as needed in our effort to serve the unique needs of our learners.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Low Income, Homeless and Foster Youth - The district will continue to address equity gaps for low income, homeless and foster youth by ongoing implementation of needs assessments, development of goals based on identified needs and by providing social services, wellness strategies, social, emotional and academic supports.	\$3,000,000	\$12,472,708	Yes
English learner - In an effort to address learning loss and accelerate learning for English learners (ELs), the district will provide students with targeted small group support through a push-in integrated model.	\$3,893,690	\$3,506,772	Yes
Students with exceptional needs will also have additional supports through their IEP for small group instruction, pre-teaching and reteaching.	\$3,900,007	4,240,168	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The variance is due to a shift in funding due the Distance Learning Program continuing for months beyond the planned reopening date which directly impacts Pupil Learning Loss. Interventions and Support Services were provided to try and mitigate pupil learning loss. The cost is partially offset by the decrease in In-Person Instruction which aligns to the changes in the school reopening timeline.

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The District remained committed to providing extended learning opportunities for students beyond the instructional day. As of May 11th, 2,287 represents the number of students that have participated in PrimeTime in elementary and middle schools at 97 locations. Services are being provided at 66 elementary schools, 7 K-8 schools, and 24 middle schools. These services are provided after the instructional day in collaboration with community-based organizations such as arc, Harmonium, SAY San Diego & YMCA.

In addition to Primetime, many elementary and middle school educators supported students beyond the instructional day. These services provided students with academic support and enrichment opportunities in efforts to build school and classroom community, foster nurturing environments and provide targeted instructional support.

The pre-COVID after school opportunities previously offered to high school students continued to be maintained during Flex Time: 8 High Schools (Crawford, Garfield, Hoover, Kearny, Lincoln, Morse, San Diego High, Twain) are providing extended learning both online and onsite via the IMIN and ASSETS grants, which is in addition to the online credit recovery courses we offer throughout the district via iHigh and the online Edgenuity curriculum.

Principals, nurses, health clerks, counselors, and educators continue to find effective ways to enhance the attendance of our students. The District understands the important role attendance plays in the learning of its students. Health office staff has supported 924 students in completing needed health procedures. School leaders and educators continue to eliminate barriers for students' attendance. The District conducted 4,792 collaboration meetings with families to ensure its students were up to date with their health needs. Above and beyond transportation services were also provided to students experiencing hardship such as those experiencing homeless, students that are in foster care, and students with disabilities.

The District also continues its collaboration with community organizations to improve attendance such as our current partnership with Say San Diego to provide attendance supports to communities that are in most need.

## Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The COVID-19 pandemic affected San Diego Unified's educational community in unprecedented ways. The District has continued to support the wellbeing of students, families and staff by providing ongoing resources since the onset of the school closures and beginning of the 20-21 school year.

### Supports Offered to Families

- Families were provided resources related to wellness, strategies for being well at home, including information on coping skills, physical activity, nutrition, mindfulness, engaging activities at home, expected student behaviors and other important supports that could facilitate supports for students.
- The District provided information on family wellbeing and mental health strategies for home during parent as partners meeting, occurring monthly.
- In addition, every school within the District has implemented Multi-Tiered Systems of Support that address barriers for student learning, ensuring our families receive the supports they need in order for their students to access school successfully.
- School site leaders have worked in close collaboration with student parent groups in order to address any concerns related to students social/emotional wellbeing, overall student wellness and/or student mental health.

### Implementation of Wellness Resources & Social Emotional Learning in classrooms

- The District began the ongoing professional development of educators on Quality Learning Interactions (QLI) that seek to promote student engagement in classrooms and enhance social and emotional skills for our students within their instructional day.
- Daily instructional schedules were implemented that included student check-ins with educators, mindfulness and wellness strategies.
- Educators also received information, resources and accessible curriculum in social and emotional lessons for engaging body and minds in learning. These lessons were easy to implement and accessible in an online format.

### Graduate Profile

- The District has continued the implementation and stakeholder engagement of the graduate profile. This process with community input is transforming into the Learner Profile. Through this process a Learner Profile is the center of a community's educational vision, demonstrates commitment we make to our students and families, drives every adult action and system change and unites our system in student-centered practices.
- Positive School Environments
- The District continued the ongoing analysis and use of the California Healthy Kids Survey, California School Parent Survey and the California School Staff survey in order to better understand our communities and ensure all stakeholders and their perceptions are part of the school improvement process.

- The District began to pilot the SEL survey within more than 80 schools in order to implement a district-wide process and baseline that allows us to determine intentional next steps in teaching Social and Emotional competencies in schools and classrooms. This data will support the ongoing planning process for teachers in classrooms and will provide educators at school sites with valuable information on students' SEL competencies and readiness for school.
- The District continues the implementation of the Youth Risk Behavior Surveillance System Survey, utilizing this data to enhance and grow prevention strategies, specifically around Substance Abuse prevention and student safety.

#### Educators' Growth

- Educators have received professional learning opportunities on SEL foundations, High Quality Learning Interactions, Restorative Justice Practices, Ethnic Studies, Anti-Bias & Anti-Racism education.
- The District took a stance for becoming a Restorative, Anti-Racism and Anti-Bias District in the summer of 2020. This work has provided the District with the foundational elements to continue to build equity strategies that seek to address disproportionalities in disciplinary actions, grading practices, diversity of staff, implementation of ethnic studies, and transformation of school police.

#### Student Wellness, Counseling & Mental Health

- The District staff has worked tirelessly this year to ensure we maintain our students engaged and attending school. This has been demonstrated by its ongoing and steady rate of attendance at 94%.
- As a system, at the beginning of the year, staff developed a systematic process to follow up with every single student that was absent to school, ensured families had access to technology, connectivity, food and other basic needs to support their child's education.
- Counselors, nurses, psychologists and administrators have worked together to, not only navigate our current context, but also ensure students received necessary assistance and supports to continue to thrive.
- During this year, the District has been able to implement counseling services at every single school in the District from elementary, middle school, and high school. Sixty percent of the work of the counselors has been focused on supporting students' social and emotional needs.
- The District created a guide for educators that included Mental Health resources and wellness strategies educators, families and students could easily access and use.
- The school counselors and nurses continue to receive ongoing professional development opportunities to design systems of support for students that are accessible and effective.
- In collaboration with the students, the District created a process for enhancing the well-being of all students. Through this work, the students self-organized creating the Student Wellness Education Awareness and Resources (SWEAR) committee. SWEAR seeks to grow youth wellness across the system by ensuring every high school has a student wellness representative that promotes, advocates, and supports the implementation of wellness initiatives for all students.
- The team also developed online modules for teachers in the areas of Trauma-Informed Care, Restorative Justice Practices, Student Engagement, Student Wellness, and Youth Mental Health First Aid.

### Systematic Wellness Implementation

- The District has been able to enhance wellness efforts at the site level by the continuous implementation of school site wellness coordinators. Through this work, individual schools promote goals for their schools in the areas of staff, student, or family wellness.
- The District has been able to have representatives from across the District that develop wellness improvement priorities. This year, those priorities included staff health, physical activity/physical education, student wellness, student connection, and student mental health.
- Ninety-three percent of the schools created a goal for student wellness and have activated youth voice in order to support the sustainability of student wellness efforts at the schools.
- The District has continued its comprehensive efforts to support the wellbeing of the educators by continued partnership with VEBA Resource Center, Alliance for Healthier Generation, and Kaiser Permanent.
- The District has also continued to provide wellness resources and wellness information for staff, students, and families. These resources include physical health, mindful living, mental health, movement, stress reduction, nutrition, and healthy eating. Alongside VEBA, the District will continue to increase employee's awareness of VEBA wellness programs and the importance of maintaining healthy routines and the development of personalized wellness plans via nurse navigator visits.

### Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Keeping students and families consistently engaged in learning remained a top priority throughout the 2020-2021 school year. In order to ensure students were engaged in daily learning, SDUSD utilized a 4 lever system to track.

Lever 1: Leverage Student Connection with Teachers

Lever 2: Leverage Connections with Administrators and Student Services Personnel

Lever 3: District Provides Support from A School Connection Team

Lever 4: District Provides More Intensive Support from the Family Engagement Team

Weekly newsletters were sent from the Superintendent outlining the current news and latest updates on behalf of the District.

During the year a library of distance learning resources were created and distributed to families. Resources included, Instructional Material by Grade Level, Special Education, Athletics, Physical Education, Visual and Performing Arts (VAPA) and Technology Support for Families.



The Family Engagement Department also supported family engagement and learning through many events offered to all families. A sample of the sessions and learning sessions are below:

- A-G University Requirements
- Anti-Bias and Anti-Racism
- Assistive Technology
- Black History Read Aloud
- Computer Skills
- COVID-19 Vaccine Education
- Cyberbullying
- Deepening Connections Between Families and Educators in the Time of Covid-19 Series
- Distance Learning Overview and Family Support
- Early Years Child-Centered Learning
- Engaging Families in Online Learning
- Family Engagement Listening Sessions
- Family Fun Factory Sessions
- How to Have a Successful Parent Teacher Conference
- Keeping Your Kids Safe
- Mano a Mano Series
- Math Workshops
- Mental Health
- Online Learning Platforms for Elementary and Secondary
- Parent Universities - Internet Safety
- Parents as Partners series
- Place Value! Common Core Math
- PowerSchool Parent Portal
- Procrastination
- Project Ujima - Self Care
- Reading Workshops
- Restorative Justice Practices
- SBAC Workshops
- Special Education Ombudspersons:- Special Education Support and Resources
- Wellness and Mindfulness

An extensive list of these sessions can be found on the district website at, <https://sdusdfamilies.org/events/>.

## Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

During the 2020-21 school year, San Diego Unified Food and Nutrition Services remained committed to providing healthy school meals in order to support student academic success and promote healthful eating habits that lead to lifelong positive nutrition practices. The department adhered to all safety measures to ensure the overall health and safety of students and staff.

Over 15 million student meals and 10 million family meals, totaling more than 25 million meals, have been distributed throughout the 2020-21 school year.

Waivers granted by the United States Department of Agriculture allowed San Diego Unified to serve all students and children 18 years and younger at no cost for the entire 2020-21 school year. These waivers also allowed for flexibility in other requirements which enabled the district to operate curbside meal distribution, as well as serve students who returned to campus for on-site hybrid learning, in a more robust manner.

Successes for school nutrition include:

Providing family meals to increase student meal distribution participation

Working with the Food bank, Feeding SD, and USDA

Providing multiple meals, weekend meals - 21 meals per week for each child,

Food distribution locations being school hubs - distribution of school supplies, pet food, PPE for families, etc.

Working in partnership with various district departments - School Police delivered meals to families in need; Transportation provided deliveries to curbside locations via school busses

Staffing availability remained a challenge to staff the distribution centers to provide students and families with meals. The District was able to utilize other staff as well as volunteers to assist at these stations. Supply chain disruptions also was a challenge that the team needed to adjust with. Lastly, the adaptation of new service methods was one challenge that faced staff while preparing and serving meals.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Meals will be provided to all students to ensure those who would otherwise receive a meal for free or reduced on campus have access to nutrition services.	\$5,150,000	\$3,091,607	Yes
Mental Health and Social and Emotional Well-Being	Social, emotional and academic development strategies will be part of the instructional core.	\$4,229,742	\$19,815,037	Yes
Pupil Engagement and Outreach	The district will engage in a tiered outreach effort to re-engage students and families who are not connecting to their school.	\$1,948,222	\$3,186,197	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

The variance is due to a shift in funding due the Distance Learning Program continuing for months beyond the planned reopening date. The cost is partially offset by the decrease in In-Person Instruction which aligns to the changes in the school reopening timeline. Critical Social and Emotional supports were implemented and available to assist students and families with the unexpected pandemic which was heightened by the varying social climate.

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The COVID 19 pandemic forced schools districts across the country to completely transform the manner in which we educate our children. Although the school closures had a tremendous impact on the way we provided instruction to students, we learned seven valuable lessons that will inform future practice and guide the development of innovative educational experiences focused on reimagining, reconnection and recovery The following are the seven lessons learned.

1. Equity and access gaps became more prominent during the pandemic. Immediately following the announcement of the school closure on March 13, 2020, our district’s first order of business was to address the digital divide and we focused all efforts to ensure

that every single student who needed a device got one. Simultaneously, we ensured that all students have access to meals everyday. Site based drive up stations were developed, where students and families were provided technology, hot spots, meals, health and safety information as well as other educational resources.

2. The value of social interaction as part of learning and the school experience. In preparation for strengthening distance learning during the 2020-2021 school year, we launched a series of Think Tanks to obtain feedback from stakeholders. During these Think Tanks students and parents continuously stressed the need for student connection; connections with peers, connection with their teachers and overall connection as a virtual community.

3. Social emotional well-being and mental health are intrinsically connected to academic progress. The district's theory of action as it relates to Social Emotional Learning is that it is most successfully taught when integrated into the core curriculum. Educators embedded social emotional learning and wellness lessons into everyday instruction. Principals worked to create safe, inclusive and collaborative schools and classroom environments. Plans for ensuring the social and emotional wellness included the following steps: 1) Interventions were trauma and resilience informed 2) Measures were implemented to identify students and families in need of mental health supports 3) Connected students and families to needed supports and services as early as possible 4) Prioritized district and community resources and services for communities with the highest level of need 5) Continued to cultivate wellness across the district for all employees.

4. Maintaining students actively and cognitively engaged through online learning proved to be extremely challenging. In an effort to respect the privacy of students' home lives we developed district policy that would allow students to turn off their cameras during instruction. This proved to be extremely problematic as it became difficult to determine the level of student engagement. In an effort to address the lack of engagement we were observing primarily in our secondary schools, we implemented structures and digital tools to support student collaboration. Teachers were expected to provide whole group, small group and individual instruction. Teachers learned how to embed multiple assessment opportunities throughout the lessons to assess and support students as they move toward mastery.

5. Secondary students were unable to focus on multiple courses at the same time. Students provided clear feedback about the difficulties they were experiencing when we first closed our schools in March of 2020. We used this feedback to shift all secondary schools to a quarter system. This shift allowed students to take no more than three courses at a time as compared to the usual six courses on a traditional student schedule. This shift enabled students to focus their attention on completing assignments and projects for a manageable amount of courses. It is important to note that the number of courses students were scheduled to complete throughout the course of the year were equivalent to what would have been completed in a traditional year.

6. Before the school closure, technology integrated was not where we had hoped it would be. Although the district had made a significant investment in providing site based computer carts in every classroom across the district, the immediate transition to online learning revealed that classroom technology was not being used on a consistent basis. As a result, we provided training to teachers focused on how to deliver integrated instruction based on the SAMR model. The SAMR model is made up of four steps—Substitution, Augmentation, Modification, and Redefinition. Substitution and Augmentation are considered "Enhancement" steps, while Modification

and Redefinition are termed "Transformation" steps. When transitioning to online learning, it was important to focus on a few resources and develop competency in the implementation. Families and students informed us about the importance of common learning platforms. We selected three primarily learning management systems (LMS): Seesaw, Google Classroom and Canvas. We also encouraged use of tools for engagement and formative assessment such as Pear Deck, Formative, Book Creator, and Flipgrid. Teachers utilizing these tools as well as blended learning strategies helped students stay engaged and on track. Wide scale professional learning in the Spring, in preparation for distance learning proved to be successful in getting teachers ready to teach online. The workshops around blended learning using digital tools were well received by educators and departments could reach large numbers of educators as training was offered online.

7. The potential of leveraging parents as active partners in students' educational experiences. The need to engage parents was critical throughout the duration of school closures. Parents converted their homes into classrooms and became immediate partners in student learning. As part of our Distance Learning Plan, we immediately implemented support to ensure our San Diego Unified families stayed connected within our communities, our schools and most importantly connected to the teaching and learning experiences of their children. Parents as Partners was developed as a collaborative effort this year to address issues that our families may be experiencing during Distance Learning. Our parent sessions bring us right into the homes of our families. We had the opportunity to connect with them, listen to their voices, and answer their questions. We provide interpretation in: 7 languages, Spanish, Somali, Swahili, Karen, Vietnamese, Arabic, and Tagalog which allows our families to have a shared experience.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

San Diego Unified has developed a comprehensive assessment plan for assessing learning loss and progress toward mastery of standards. The district's assessment plan adheres to California State Requirements which requires the administration of summative English Language Proficiency Assessments for California (ELPAC) and California Alternate Assessments (CAAs) and allows LEAs may use a locally administered assessment. For Spring 2021, the District determined that it was not viable to administer both Smarter Balanced English Language Arts (ELA) and math statewide assessments and our own local assessments. As a result, our assessment plan includes the administration of the required assessments listed above in addition to our local assessments for literacy, mathematics and a universal screener for social emotional well being and mental health. Our local assessments meet the following criteria:

1. Are aligned with California Common Core State Standards for ELA and mathematics.
2. Are available to assess students in grades three through eight and grade eleven.
3. Are uniformly administered across a grade span, school, or district.
4. Provide results that can be reported to parents/guardians, educators about individual students, and to the public by school and by district and are disaggregated by student group.

The mandated assessment plan for San Diego Unified School District (SDUSD) will provide ELA and mathematics assessments that are aligned with California Common Core Standards and that meet all of the criteria set forth by the state. The district plan will include the following assessments:

1. Use local assessments for ELA and mathematics for grades 3-11
2. Social Emotional Screener for grades 4-11
3. Supplemental/Optional - grade 11 students may opt to take the Smarter Balance Assessment for ELA and mathematics which will give them the opportunity to take advantage of the Early Assessment Program (EAP) for math and English placement in the CSU system.
4. Provide immediate results of electronically scored responses to educators.
5. Provide parent reports for all students for ELA and mathematics by June 30, 2021.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There was a significant increase in actions or services marked as contributing as SDUSD has a high unduplicated student count and during the pandemic the top priority became keeping students safe and healthy. Additional social/emotional services were provided, the drive-through lunch program was expanded to account for students, outreach was made to the most vulnerable students including homeless and foster youth to ensure they had the technology and access to be successful during these challenging times.

# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The District analyzed both the successes and challenges experienced in 2019-20 and in 2021-22 and developed the 2021-22 through 2023-24 LCAP with that knowledge in conjunction with San Diego Unified stakeholders.

The Learning Continuity Plan and 2019-2020 LCAP outlined supports for the whole child which serve as the foundation for the current LCAP. We will continue to strengthen the following best practices moving forward:

- Providing social-emotional supports to students and families as a means to ensure students feel safe, wanted and successful
- Providing rigorous, standards based instruction in all subject areas
- Provide high quality professional development for educators and leaders on developing anti-racism and anti-biased school and classroom communities
- Ensuring health and safety protocols are in place across all schools

The “Why” for establishing each Goal is outlined below:

Goal 1 - Cultivating Inclusive, Anti-Racism and Restorative Schools, Communities and District - – with Equity at the Core and Support for the Whole Child Our current District data indicates a need to develop conditions in which all students have increased access to improved learning opportunities in classrooms and schools that are inclusive, anti-racist, and restorative. Changing student experiences and fully engaging students will require a comprehensive plan that ensures students receive supports and services when they need them and in the way they need them. We will address barriers to learning by:

1. Ensuring Inclusive School Environments: Develop a system where all students (with an emphasis on Black Youth, students receiving Special Education services, and Multilingual Students) make academic progress toward graduation and post-secondary outcomes by accessing a rigorous course of study that includes student-centered schedules and classroom conditions that support academic, social, and emotional outcomes.

2. Implementing Anti-Bias, Anti-Racism, and Restorative Policies and Practices: Cultivate individual and collective critical self-awareness to address inequities and honor and leverage students’ lived experiences to maximize learning. Create restorative communities that foster high quality alliances and strengthen social-emotional and academic connections.

3. Ensuring Students are Successfully Progressing in their Academics: Develop a systematic process (with concrete goals and outcomes) to ensure student learning is frequently monitored, student data is effectively analyzed, and interventions/services are provided to students, as we ensure all students are making progress toward their Graduation and Post-Secondary goals.

4. Expanding Wellness Services and /Opportunities for Children, Youth & Adults: Provide comprehensive wellness supports for

students, staff, and families to improve and increase access to services that support school success and social, emotional, and physical wellness.

5. Activating Youth Leadership: Develop leadership opportunities for students in which self-efficacy skills are nurtured as youth create positive change for themselves and for others within their classrooms, schools and communities.

Qualitative and quantitative data will be utilized to set targeted goals and monitor the impact of practices and policies on student learning and well-being.

#### Goal 2: Access to Broad and Challenging Curriculum

Our current graduation rate is 88.6%. An analysis of this data revealed that on the path to graduation there are two key indicators that contribute to students who do not graduate--reading on grade level by grade 3 and grade 7 suspension rate. Using 2018-19 data, the last full-year of data prior to school disruption from COVID-19, the percentage of 3rd grade students meeting or exceeding standards in English Language Arts was 56.19% and the rate of out-of-school suspension rate for 7th grade students 5.7%. In order to increase the graduation rate we will focus on student-centered learning opportunities in every classroom that will provide a meaningful educational experience and allow all students to graduate with the knowledge and skills necessary to have choices in their college and career pathways and to be productive members of a democratic society. In order to achieve this goal we will develop and implement a highly coherent instructional system rooted in anti-racist pedagogy and informed by best practices from around the world.

This system will provide students with:

Knowledge and skills to be college, career and civic life ready that are clearly defined in a Learner Profile that includes milestones at critical junctures.

Access to guaranteed and viable curriculum for each course and grade level that is standards-based and utilizes a diverse range of instructional resources including both on-line and print materials.

Information using a standards-based reporting system that includes a system of assessments in all content areas that provides teachers with multiple opportunities to measure, monitor, and provide feedback on student mastery of learning.

#### Goal 3 - Accelerating Student Learning

We have an unwavering commitment to students who have been underserved by our system and who have been most affected by this worldwide pandemic. In this goal we have identified targeted support for all students who need acceleration for all students especially students receiving special education services, Multilingual Learners, and Black youth. We will provide research based supports within and beyond the school day to accelerate students in their their learning including:

- Targeted academic support to accelerate literacy development for our TK/4-2nd grade students
- Reading instruction by trained reading specialist in select focus schools
- Level Up SD summer programming
- Extended day courses and instruction throughout the year



#### Goal 4 - Quality Leadership, Teaching and Learning

The current data indicates a need to improve the learning experiences across student groups (multilingual learners, students receiving special education services, foster and black youth). Changing student experiences will require relentless equity driven leaders who know and understand the students and communities they serve. In order to develop equity driven leaders we will:

1. Leadership Development Pipeline LEAD San Diego: Design a structured system with authentic learning opportunities to identify and develop school and district leaders who are prepared to be advocates for change centered around equity, diversity and inclusion; leaders who are strategic thinkers, builders of individuals and teams, creators of learning culture, and effective communicators to ensure equitable outcomes for students. The LEAD San Diego Pipeline includes aspiring leaders, new leaders and the development of executive leaders with a focus on recruitment and retention.
2. School Leader Growth and Development: Develop the instructional leadership capacity and capability to improve the quality of teaching and learning to impact students' learning outcomes. In order to make adjustments along the way to see how it is going, reflect and find the leadership work improved student outcomes, leaders are engaging in the practices (progress monitoring and site professional learning) and the time leaders are in classrooms, providing professional learning.
3. Supporting the Growth and Development of Educators - E3: Develop a system of growth and development where adult learning is student-centered and aligned to professional standards in service of student learning and continuous improvement. By designing a comprehensive growth and development system in partnership with the Educator, Effectiveness and Empowerment Committee (E3) where teachers, school and district leaders utilize qualitative and quantitative data to set targeted professional goals to strengthen the impact of their practice on student learning through engaging in cycles of continuous improvement.
4. Increasing Diversity and Affirming Staff Identity: Increase student connectedness by nurturing, recruiting and selecting diverse staff, educators and leaders. Create anti-bias, anti-racist, inclusive and culturally responsive and sustaining workplaces in order to retain diverse staff, educators and leaders.
5. Building Leadership Content Expertise: Develop instructional capacity of leaders in order to provide research-based instruction through the use of data, inclusive of both qualitative and quantitative measures, professional development for educators, school structures, and district leaders will focus on student learning to assess and track progress which allows for changes in the next iteration in the cycle of continuous improvement.

Opportunities to learn from a more diverse population of educators as we develop the TEACH San Diego pipeline program to increase the diversity of educators in our system to reflect the diversity of the student population.

Effective teaching in every classroom that ensure the opportunity to deeply engage in meaningful, student-centered learning across all content areas, inclusive of ethnic studies, and to develop essential skills, such as critical thinking, creativity, career-awareness, critical consciousness, and foundational literacies (i.e. the four modes of communication: reading, writing, speaking and listening; as well as, scientific, historical, mathematical, digital, financial, cultural, visual/art, information, physical, health and civic literacy).

## Goal 5 - Family and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families and Communities

The District's vision is for families, community members, and schools as valued and trusted partners who share in the commitment and responsibility of enriching student learning and optimizing student success.

The District will provide the conditions within the system that build collaborative partnerships to build and enhance the capacity of families and staff in the "4 C" areas of the Dual Capacity-Building Framework for Family-School Partnerships: Capabilities (skills and knowledge), Connections (networks), Cognition (beliefs, values), and Confidence (self-efficacy). Elements of the 4C areas will be referenced and highlighted through our actions and services.

The District is committed to meaningfully collaborate with our families to strengthen purposeful interaction, communication, and meaningful participation among the district, schools, and families. The goal is to design family engagement opportunities in which parents, family members, and other caregivers play an active role in a student's education. This can be accomplished by listening closely to what families need and engagement opportunities with families, with students, and with schools, with the central goal of improving student success.

It is a collective responsibility to recognize, acknowledge, and tend to relationships of trust between home and school. It is only by nurturing these relationships that collaboration with one another to support student learning. It is through student centered alliances that capacities, knowledge, and actions to transform outcomes for students will be developed.

The following are the areas of focus:

1. Building Connections & Relationships to Engage Families -The district, schools, and families collectively share the responsibility to develop, fortify, and sustain healthy working and trusting relationships for student achievement.
2. Shared Leadership & Capabilities to Empower Families - Develop a capacity building plan to train district staff and family leaders on the Dual Capacity Framework for Family-School Partnerships. Design and develop effective outreach, networking, and school site support strategies.
3. Linked to Student Learning, Cognition, & Confidence to Leverage Parent Partnership for Student Achievement - District, sites, and families collaborate and commit to improving student learning through district/site initiatives and engagement opportunities that connect to student learning and development.

## Goal 6 Well-Orchestrated Districtwide Support Services and Communications

All parts of the organization work together to support student success through quality schools in every neighborhood with an emphasis on the maintenance of a robust family connection and communication system. The District will continue to provide the infrastructure for basic services to ensure an effective and comprehensive system of support and communication for staff, parents and the community

including:

**Districtwide Communication for Students, Staff, and Families:** Districtwide communication systems, will continue to be provided to ensure communication with staff, students, and families. These systems keep families well informed and encourage active participation in their student's learning. Training will be provided to schools to ensure methods and strategies are effectively reaching the intended audiences within the district and extended to external stakeholders.

**Creating Learning Environments Worthy of Our Students** by ensuring students have access to:

- a. **Learning Materials and Resources:** Ensuring students have access to standards-aligned instructional materials and resources including technology, applications and the network necessary for 21st century learning.
- b. **Well- Maintained Facilities:** Ensuring school facilities, vehicles and equipment are maintained in good repair. Schools serve as centers of the community to build connections in support of improved outcomes for students.
- c. **Nutrition Services:** Maintaining our commitment to providing healthy school meals and snacks in order to support student academic success and promote healthful eating habits that lead to lifelong, positive, nutrition practices.
- d. **Student Transportation:** Maintaining our commitment to providing safe and efficient transportation services which provide students access to their school and ensure students have access to programs across the District.

## Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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](mailto:lcff@cde.ca.gov).*

## Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

### Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

#### Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.





# Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources		

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types		

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	All Funding Sources		

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>

\* Totals based on expenditure amounts in goal and annual update sections.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$49,014,415.00	\$36,062,738.00
Distance Learning Program	\$87,476,756.00	\$92,592,116.00
Pupil Learning Loss	\$10,793,697.00	\$20,219,648.00
Additional Actions and Plan Requirements	\$11,327,964.00	\$26,092,841.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$158,612,832.00</b>	<b>\$174,967,343.00</b>

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$39,753,606.00	\$31,461,627.00
Distance Learning Program	\$66,112,257.00	\$64,327,383.00
Pupil Learning Loss	\$3,900,007.00	\$4,240,168.00
Additional Actions and Plan Requirements		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$109,765,870.00</b>	<b>\$100,029,178.00</b>

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$9,260,809.00	\$4,601,111.00
Distance Learning Program	\$21,364,499.00	\$28,264,733.00
Pupil Learning Loss	\$6,893,690.00	\$15,979,480.00
Additional Actions and Plan Requirements	\$11,327,964.00	\$26,092,841.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$48,846,962.00</b>	<b>\$74,938,165.00</b>



## Local Control 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	Lamont Jackson Interim Superintendent of Public Education	ljackson@sandi.net 619-725-5506

## Plan Summary [2021-22]

### General Information

A description of the LEA, its schools, and its students.

San Diego Unified School District (SDUSD) served 97,675 students in Grades TK-12 in the 2020-21 school year, and retained its rank as the second largest public school district in California. SDUSD also served 2,768 preschool students (infants and pre-formal, Early Childhood Special Education and State preschool). The District's student population is extremely diverse, representing 19 racial/ethnic groups and more than 70 languages and dialects. SDUSD employs approximately 17,000 staff.

The San Diego Unified School District is proud to call itself one of the top large urban school districts in the United States. Measures include its top scores on state and local assessments, its leadership in areas such as instruction, technology, curriculum, neighborhood and specialty schools, career- technical education, and food services. Its graduates include Hall of Fame sports stars, along with some of the nation's top scientists, artists, writers, and civic/business leaders.

The District strives for academic excellence for every child, every day. It offers world language courses in Grades 7-12, International Baccalaureate (IB) schools and Advanced Placement (AP) courses for students who seek added academic rigor, arts and music programs in every school, career pathways aligned with high skill, high wage jobs, college courses on high school campuses, computer technology to allow for closer student collaboration and digital literacy, personalized learning to unlock the genius of every child, language immersion programs in Spanish, French, and Mandarin, project-based learning environments, and work-based learning in exciting fields including healthcare, clean energy, information technology, and advanced manufacturing.

#### San Diego Unified School District Fast Facts:

97,675 Students, TK-12  
2nd Largest School District in California  
176 Educational Facilities  
120 Elementary Schools, Including K-8  
23 Middle Schools  
24 High Schools  
2 Atypical Schools  
7 Additional Program Sites

#### Ethnic Diversity (students):

Latino, 44.2%  
White, 23.6%  
Asian, 9.7%  
Multi-Racial, 9.4%  
African American, 7.3%  
Filipino, 5.1%  
Pacific Islander, 0.4%  
Native American, 0.3%

English Learners, 18.9%  
eligible for free or reduced price meals, 53.5%  
students with Individual Education Plans (IEP), 13.8%  
students from military families, 8.0%  
students designated for the Gifted and Talented Education (GATE) program, 21.5%  
foster youth enrolled 274  
homeless students enrolled 6,655  
\$1.6 billion annual operating budget

## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The District continues to demonstrate strong performance in graduating students on time (89.2% from the 2019 Dashboard and 88.6% cohort rate in 2020) while implementing more rigorous graduation requirements. Coupled with strong graduation performance, the District also has achieved a very low dropout rate of 3.0%. Aligned with this are improvements for all students in meeting the UC/CSU 'a-g' requirements (grades of C or higher) with a rate for 2020 of 73.8%.

LCAP Goal 2 - Access to a Broad and Challenging Curriculum describes the District's plan to ensure graduation rates continue to increase for all students. The Integrated Youth Services department and site counseling teams will monitor schedules to ensure all students are placed in grade-level appropriate, standards-aligned, UC a-g courses found in the current Course of Study. The Online Student Profile System (OSPS) that assesses students at-risk of not meeting district graduation requirements will continue as well (1.3.b.2).

Children and Youth in Transition (CYT) staff will support multiple schools in monitoring student progress toward graduation and access to advanced pathways, with emphasis on students with disabilities, English Learners (EL), youth in transition (foster, homeless), African American and Latinx students.

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The District had one indicator on the 2019 Dashboard, Chronic Absenteeism, for which the "all students" group was "orange." The District's data analytics platform includes reports that show which students are chronically absent and those who may be trending in that direction. These dashboards provide visibility to students who may need support and early intervention to improve attendance. One student group, foster youth, had performance in the "red" category on two indicators from the Dashboard: 1) chronic absenteeism and 2) graduation rate. Five other groups had one indicator in the "red" category: homeless, American Indian or Alaska Native, and Native Hawaiian or Pacific Islander students on chronic absenteeism, students with disabilities on graduation rate, and African American students on suspension rate. In addition, numerous student groups were in the "orange" performance category on multiple indicators (e.g., students with disabilities on five of six indicators). Further, chronic absenteeism had 12 student groups in "red" or "orange," suspension rate had eight groups in "red" or "orange", and the remaining indicators had four or fewer students groups in the same colors.

LCAP Goal 1 addresses cultivating anti-racist, inclusive and restorative schools and classrooms. Fostering a sense of belonging and decreasing chronic absenteeism is outlined in Actions and Services 1.1.c.2 and 1.1.c.3. Through these actions and services, the District will provide principals with monthly student chronic absenteeism reports, educator attendance taking reports, and staff attendance reports. Effective chronic absenteeism strategies will be reviewed in monthly meetings with site leaders. Additionally, Action and Service 1.3.a.1 and 1.3.b.1, Ensuring Students are Successfully Progressing in their Academics, outlines the implementation of Comprehensive School



Counseling Practices including chronic absenteeism at elementary and secondary levels. The Nursing and Wellness department will also monitor chronic absenteeism rates that may be related to students' health issues and lack of access to health care. The Family Engagement Team in Action 5.1 will also address chronic absenteeism while Building Connections & Relationships to Engage Families.

Goal 1 also addresses the disproportionality of students being suspended. Specifically 1.2.b, outlines the implementation of Site Equity Teams who will identify and resolve disproportionalities in student discipline data through use of evidenced-based preventive and supportive responses to student behaviors in alignment with the Restorative Discipline Policy. Inter-departmental district teams will provide educators and school leaders with structures to understand their school site data (both qualitative/quantitative) in order to strengthen Anti-Bias, Anti-Racism and Restorative Practices. School sites will implement alternative-to-suspension programs and site-based interventions to strengthen students' decision-making skills. Action 1.1.d addresses developing caring and supportive schools that minimize barriers for our Children and Youth in Transition (foster youth/homeless).

LCAP Goal 2, Access to Broad and Challenging Curriculum addresses graduation rates. Action 2.1.a. College, Career, and Civic Life Readiness: Development of Learner Profile. The Learner Profile will provide a clear road map to graduation that will allow students, families, and educators to track individual student progress and support all students in reaching success.

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The LCAP serves as the District's annual work plan. District staff report regularly to the Board of Education and the public on the progress of the LCAP implementation, and the Superintendent's annual evaluation is based on the District's achievement of progress towards the LCAP goals.

This LCAP focuses on three major themes: Reimagining, Connecting, and Accelerating.

- The District will reimagine by, utilizing what has been learned through this pandemic to expand what was learned for learning and teaching.
- The District will connect by, prioritizing student connection and ensuring that students feel a sense of belonging in their school community.
- The District will accelerate by leveraging students' assets to accelerate their learning and catch them up in real time in the context of learning grade level standards.

The goals for the LCAP are:

Goal 1- Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms & District - with Equity at the Core and Support for the Whole Child

Goal 2- Access to Broad and Challenging Curriculum

- Goal 3- Accelerating Student Learning with High Expectations for All
- Goal 4- Quality Leadership, Teaching and Learning
- Goal 5- Family and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families and Communities
- Goal 6- Well-Orchestrated Districtwide Support Services and Communications

The focus areas for each goal to ensure successful execution are:

Goal 1 is focused on- Ensuring Inclusive School Environments, Implementing Anti-Bias, Anti-Racism, and Restorative Policies and Practices, Ensuring Students are Successfully Progressing in their Academics, Expand Wellness Services/Opportunities for Children, Youth & Adults, Expanding Wellness Services/Opportunities for Children & Youth, and Activating Youth Leadership.

Goal 2 will provide - Knowledge and skills to be college, career and civic life ready that are clearly defined in a Learner Profile that includes milestones at critical junctures, Access to guaranteed and viable curriculum for each course and grade level that is standards-based and utilizes a diverse range of instructional resources including both on-line and print materials, and Information using a standards-based reporting system that includes a system of assessments in all content areas that provides teachers with multiple opportunities to measure, monitor, and provide feedback on student mastery of learning.

Goal 3 outlines - Literacy Acceleration Plan, Targeted Academic Support, and Expanded Learning Opportunities.

Goal 4 will implement - Leadership Development Pipeline LEAD San Diego, School Leader Growth and Development, Support the Growth and Development of Educators, Increasing Diversity and Affirming Staff Identity, Build Leadership Content Expertise.

Goal 5 includes - Building Connections & Relationships to Engage Families, Shared Leadership & Capabilities to Empower Families, and Linked to Student Learning, Cognition, & Confidence to Leverage Parent Partnership for Student Achievement

Goal 6 supports include - Districtwide Communication for Students, Staff, and Families, Creating Learning Environments Worthy of Our Students, Learning Materials and Resources, Well- Maintained Facilities, and Nutrition Services.

## 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.

Audubon K-8  
 Euclid Elementary  
 Fay Elementary  
 Garfield High School

Home Hospital Transition Support  
John Muir Language Academy  
Johnson Elementary  
Knox Middle School  
Mann Middle School  
Millennial Tech Middle School  
Perkins K-8  
Porter Elementary  
Rodriguez Elementary  
San Diego Science and Technology High School  
Wegeforth Elementary  
Whittier K-12

### **Support for Identified Schools**

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

SDUSD leadership met with the identified CSI schools to review CSI identification and provided direction on conducting the needs assessment. Schools reviewed their data (CA Dashboard, Attendance, Suspension, Academic (formal and informal assessments), Reclassification of English Learners, Graduation Rate...etc.), conducted root cause analyses, and completed a needs assessment with stakeholder groups (e.g., School Site Council, English Learner Advisory Committee, Site Governance Team...etc.). After completing the needs assessments, SDUSD leadership met with the CSI schools to discuss common trends/needs and possible responses to the data to implement evidence-based strategies to address the identified needs.

#### **Universal Support (Centrally Funded):**

The district held a Universal Support Meeting to share and discuss the supports that all CSI schools will receive during the school year.

- Leadership Coaching Support for Site Leaders (Central Office Thought Partners)
- Student and Teacher Academic Support (e.g. High Reliability Support (HRS) Coaching Cycles with District Staff)
- Marzano High Reliability School Professional Learning
- Leadership Coaching Sessions for School Teams (Building Capacity)
- Analysis, Reflection and Planning Sessions (Monitoring SPSA Goals and Evidence-Based Strategies)

#### **Differentiated Support (Site-Based Decisions):**

Based on the needs assessments results, Dashboard Indicators and site-level stakeholder engagement, site support may include but are not limited to the following evidence-based menu of service options (all have board approved contracts with SDUSD to support CSI schools):

- Anti-Defamation League
- iReady
- Inner Explorer, Inc.
- KOI Education

- National Conflict Resolution
- San Diego Oasis
- SDSU Research Foundation- Healthy Early Years
- Achieve 3000
- Boys to Men
- Detour (Leadership Teen Academy)
- Gender Spectrum Charitable Fund
- Jewish Family Services
- Mending Matters
- Movement Be
- PLNU kNOw MORE!
- San Diego Police Foundation
- SAY San Diego
- Tariq Khamisa Foundation
- The Center
- WAHUPA Educational Services
- Youth Empowerment

The District will hold the annual virtual Resource/Vendor Fair for all CSI schools, in which representatives from each organization have the opportunity to highlight how their services can positively impact student outcomes and the CA Dashboard Indicators. School teams will have the opportunity to ask specific questions that are related to the needs of their students and school.

School teams will revise their CSI plan alongside stakeholder groups (e.g., School Site Council, English Learner Advisory Committee, Site Governance Team...etc.), identify appropriate goals and evidence-based strategies, which are included in the site School Plan for Student Achievement (SPSA). School teams will identify and select evidence-based strategies based on the results of their needs assessment. In addition, school teams will identify the resource inequities during the evaluation process for Title One funds. SDUSD leadership will review site-based needs assessments, resource inequities, evidence-based strategies that will yield positive outcomes for students, and the goals identified in the School Plan for Student Achievement (SPSA). In the Spring, WestEd will prototype and test the Needs Assessment and SPSA Plan Creation process with schools.

### **Monitoring and Evaluating Effectiveness**

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

Area Superintendents are primarily responsible for monitoring and evaluating the improvement of CSI schools. Area Superintendents lead the following efforts: Conduct regular site visits to monitor implementation of the plan and monitor student progress (progress are monitored based on the goals identified in the School Plan for Student Achievement (SPSA); Debrief classroom visits/walkthroughs and co-construct next steps and targeted actions; Leverage district resources to provide targeted support in alignment with the sites' CSI plans; Participate in

coaching cycles; Lead monitoring meetings with cohorts of like schools to discuss progress toward goals and share best practices (Area Superintendents and Principals at CSI schools will share current data from common formative assessments in mathematics and English Language Arts (ELA), chronic absenteeism/attendance, suspension, and English Learner Progress); District leadership will meet throughout the school year with principals to gauge the impact of supports on their schools with supporting data based on the CA Dashboard Indicator areas of needs; and review goals, reflect on progress, and determine adjustment and support. In addition to the work led by the Area Superintendents, associates from Marzano Research and WestEd will provide coaching to school teams (provide input and monitor progress towards their goals identified in the SPSA).

# Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The engagement process began in October 2019 when the District began the development of Vision 2030 and the next 3-year Local Control Accountability Plan. An extensive process to gather feedback included:

- Cluster input sessions in every cluster, which includes- Administrators, Educators, Other School Staff, Central Office Leaders, Families, and Community members.
- Advisory group sessions to District Advisory Council on Compensatory Education (DAC)/District English Learner Advisory Committee (DELAC)/Community Advisory Committee for Special Education, including SELPA(CAC), and Gifted and Talented Education Committee (GATE).
- Focus groups sessions with Labor Groups, Principals, Educators, Students, Parents as Partners
- Family Surveys
- Site-level input sessions, with School Site Council and Site Governance Teams hosted by Principals.
- A Public Board workshop.

Through the course of this early engagement the district solicited feedback from Parents, School Staff (including teachers), Community members, School Site Council (SSC) representatives, Administrators, and Students.

The District Collected survey responses in which the groups provided feedback on the following questions:

1. What are the most important cognitive skills that our students should develop across all subject areas and grade levels?
2. Which social/interpersonal skills should be fostered at school?
3. What important emotional/personal skills should be taught and fostered at school?
4. Which experiences do you feel are most invaluable for students?
5. Additionally: Please list what you would like to see SDUSD focus on related to each building block below:

Building Block #1: Provide strong supports for children and their families before students arrive at school.

Building Block #2: Provide more resources for at-risk students than for others.

Building Block #3: Develop world-class, highly coherent instructional systems

Building Block #4: Create clear pathways for students through the system, set to global standards, with no dead ends.

Building Block #5 : Assure an abundant supply of highly qualified teachers.

Building Block #6: Redesign schools to be places in which teachers will be treated as professionals, with incentives and support to continuously improve their professional practice and the performance of their students.

Building Block #7: Create an effective system of career and technical education and training

Building Block #8: Create a leadership development system that develops leaders at all levels to manage such systems effectively.

Building Block #9: Institute a governance system that has the authority and legitimacy to develop coherent, powerful policies and is capable of implementing them at scale.

District Leadership reviewed data received from the survey and various stakeholder groups and identified preliminary trends based on 9 Building Blocks for a World Class State Education System developed by the National Center for Education and the Economy to inform the development of the LCAP.

March 2020 - January 2021 the District was focused on engaging with stakeholders on developing reopening plans and returning to on-site learning. Over the course of this time the district engaged in an extensive collective effort to thoroughly engage stakeholders. This process included feedback and input from think tanks (47 sessions, 3,388 participants), focus groups (28 sessions, 151 participants), labor groups, cluster meetings (1,168 participants), SDUSD families, administrators, students, and medical experts. In particular, the District in collaboration with San Diego Education Association (SDEA) met with a panel of health care experts from UCSD.

Beginning in March 2021, additional feedback was solicited to inform the first draft of the 2021-22 LCAP from the following advisory groups:

- District Advisory Council on Compensatory Education (DAC) - March 17, 2021
- District English Learner Advisory Committee (DELAC) - March 22, 2021
- Community Advisory Committee for Special Education, including SELPA (CAC) - March 11, 2021
- Student Advisory Committee - March 18, 2021
- Gifted and Talented Education Committee (GATE) - March 15, 2021

Additionally, a series of Parents as Partners meetings were held in the months of March and April to seek preliminary feedback on each of the LCAP Goals. District leadership presented the District's draft goals to parents and additional stakeholders in efforts to provide information on the LCAP, review the actions/services of the 2019-2020 LCAP, and collect feedback on stakeholders' vision for the new LCAP. This series of meetings were conducted via Zoom and open to all community members. Translation services were available at each session and offered in seven different languages, Spanish, Somali, Vietnamese, Tagalog, Swahili, Arabic, and Karen.

Following each feedback session, District leadership analyzed responses received to write the first draft of the 2021-2022 LCAP.

The draft LCAP was made public on the District's LCAP website in March and was then presented to the following advisory groups to seek additional feedback:

- CAC - April 22, 2021
- DELAC - May 6, 2021
- GATE - May 17, 2021
- DAC - May 19, 2021
- Student Advisory Committee - May 20, 2021

Each Union Representative (AASD, OSS, OTBS, PARA, POA, and SDEA), and Administrator received an early copy of the draft LCAP to provide feedback.

A second series of the Parents as Partners sessions were conducted to present the draft LCAP actions and services. Leaders presented directly to the attendees of the meetings and engaged in a dialogue based on feedback that was received. Following these additional feedback sessions, revisions were made to the draft LCAP based on feedback received in preparation for the Special Board Workshop.

Throughout the entire process of collecting feedback regarding the LCAP a phone line remained open for stakeholders who do not have access to the internet so that they may leave feedback as well as an email, [LCAP@sandi.net](mailto:LCAP@sandi.net), to solicit input.

On June 1, 2021, a Board workshop was held via Zoom from 3:30pm - 8:30pm and streamed on YouTube to present the draft 2021-22 LCAP to Board members and the public. The workshop included staff presentations from cabinet level leadership on all LCAP Goal, and opportunities for public testimony and stakeholder input on each goal. Translation services were provided for our families who speak languages other than English to participate in the workshop.

The complete LCAP document will be submitted to the San Diego Unified School District Board of Education for first reading and public hearing on June 8, 2021, and second reading and adoption on June 22, 2021.

#### A summary of the feedback provided by specific stakeholder groups.

By way of survey from all stakeholders in 2019/20 (Parents, Principals, School Staff Members, Students, Community Members, ELAC, SSC/SGT Members, ELD Coach, Staff, Clusters, GATE, Program Providers, DELAC) the following trends emerged and these descriptors represent what the community said they wanted students to know, be, and be able to do, in order to prepare them to thrive in their lives and careers.

- Innovative Problem Solver - Cognitive Skills
- Empathetic - Social & Interpersonal Skills
- Emotionally Intelligent - Emotional & Personal Skills
- Advocates of Social Justice - Fostering Advocacy & Youth Action
- Passionate Life-Long Learner - Introspection & Reflection Skills

Other feedback by way of survey, or engagement sessions include:

Students:

- More interconnectedness and empowering students bring up others.
- School environment supporting all students, everyone being included with no bullying in an environment where students feel comfortable, safe, and happy.
- Clear communication and understanding of different cultures, backgrounds, races, gender id. orientation, and so many other things should be part of the discussion in schools. Educators should work to include students in training and projects that encourage thoughts about real life situations.
- Mental health training and inclusivity education, with teachers who empower their students on a regular basis.



- Students get a chance to study subjects that interest them and that the curriculum is diverse so that every student gets to have at least one class that they truly enjoy. The curriculum is challenging for the students who want a challenging curriculum. If a student does not want to overwork themselves, that's okay.
- Students of all backgrounds having equal access to rigorous and challenging classes.
- Kids who need more help get it, and kids learning how to expand their knowledge to prevent burnout
- Students are taking on leadership positions for the school, but they are doing it because they want to make their school a better place, not because they feel obligated to. Teachers are teaching in a way that is making students want to go to school and want to learn.
- To see teachers connected and engaged with their students.
- Having programs that promote student leadership through discussion, committees, and action plans. Having workshops and presentations that focus on student engagement and participation is very important. I also believe that events put on by students are important, as well as having an active student body leadership team such as ASB or a Student Equity committee might be important.
- Students and parents engaged in the community and in the school
- Have interconnectedness with communities and families giving support and input in bettering the community.
- I would love to see schools that take into account different types of family situations. Etc. school start times for middle schools and high schools that are a half hour apart- how does a working parent take both children to school?
- I want parents and students to be equally involved in their/their child's education because students need a strong support system
- better communication through social media, or emails.
- I think having a student support page on the district site would be helpful (whether that be for financial aid, tutoring, mental health resources, or fixing transportation issues)

#### Educators:

- A positive school environment goal is an important factor affecting student learning.
- Students learn better when they feel a sense of belonging, trust others, and are encouraged to overcome challenges, take risks and ask questions.
- All students have equitable access to a rigorous curriculum.
- More professional development and training workshops for Educators. Teachers, in general, love to learn and are inspired this way.
- Help parents learn how they can better support their student(s) and Increase parental involvement at the school site,
- Student recognition ceremonies to include parents.
- By completing a school climate/ student survey will measure the health of the school.

#### Parents/Families:

- Redundancy in the document. Further explanations are needed in some areas to better assist parents in understand terms/definitions.
- More intensive and targeted support for students and greater consistency in school leadership, teachers, parent engagement efforts, and programs.
- The district be intentional and proactive in informing and engaging parents.
- The district develops ways to attract community stakeholders to school sites.

- The district increase focus on healthy habits and healthy relationships.
- Increase the safety and security for all on all campuses by working with staff and community to review and assess each site safety plan.
- More communication early on from schools to engage parents as soon as their child shows signs of struggling.
- The District needs to address learning loss from this last year of Covid-19.
- Language specific meetings should be held to make meetings easily available for parents who do not speak English.
- Increase GATE (Gifted and Talented Education) inclusion throughout the document.

#### A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The district utilized the feedback and themes received from advisory groups (CAC, DAC, DELAC, GATE and Student Advisory Committees), focus groups, think tanks, bargaining units, school communities/cluster meetings, surveys, and parents as partners to develop this Local Control Accountability Plan (LCAP).

Prior trends received from extensive feedback have indicated that the District's previous LCAPs goals created unnecessary duplication throughout the document. The new goals and realignment of these goals have reduced redundancy within the LCAP. District leadership also put forth an effort to reduce the academic jargon within the document as requested by stakeholders.

Further examples demonstrating how the voices of stakeholders were incorporated in the LCAP:

Goal 1: Cultivating Anti-Racist, Inclusive & Restorative Schools, Classrooms & District – with Equity at the Core and Support for the Whole Child, was created as a result of the feedback received from Students and Families to create conditions where students feel valued, engaged and affirmed. Students asked for clear communication and understanding of different cultures, backgrounds, races, gender and Goal 1 has incorporated this within, Ensuring Inclusive School Environments for our students, staff, and communities (1.1a-1.1f). Students also expressed the need to eliminate bullying in schools (1.1.e).

Action 1.1c, Fostering a sense of belonging, incorporated feedback directly from feedback received by Educators to foster a better learning environment when students feel a sense of belonging, trust and engagement. Survey results and feedback from the Student Advisory Board show students want to have opportunities to utilize their leadership voice. Action 1.1e.5 outlines the expansion of student voice that will take place, so that students' voices drive strategies and initiatives across the system. The title of the goal was also changed from its original form to incorporate parent feedback received at a Parents as Partners meeting.

A Guaranteed and Viable Curriculum (GVC) appeared as a survey trend amongst SDUSD stakeholders. Goal 2, Access to a Broad and Challenging Curriculum, incorporates GVC across many subject areas including - Cross-Content & Level Area Initiatives, Enhanced Math Curriculum, Science Curriculum, English Language Development, English Language Arts Curriculum, History-Social Science, Ethnic Studies, Special Education Mod/Severe, Instructional Technology Integration, and Computer Science Integration. The information detailing these services can be found in actions 2.2a - 2.2q. Multiple engagement sessions highlighted that the District needs to provide support for

students during critical transitions in their education. As a result of this feedback the District is establishing summer bridging programs in partnership with Franklin Covey's Leader in Me program. The goal is to ensure that all incoming students in 6th and 9th grade feel connected not only to their campus, but also to each other by leveraging our most valuable resource, students who will receive mentor training and social emotional learning development through the 7 Habits of Highly Effective People (2.1.d).

All stakeholder groups expressed the concern for addressing learning loss students may have experienced as a result of the pandemic. Goal 3 - Accelerating Student Learning with High Expectations for All, was created entirely from stakeholder input and the need to mitigate learning loss due to Covid-19 for students. Nearly all Stakeholders expressed the interest in having a summer program developed and available for students, this is incorporated into Goal 3. The action created as a result of this feedback is detailed 3.2.b.

Goal 4, Quality Leadership, Teaching and Learning incorporates feedback from a variety of stakeholders. Action 4.1 outlines the path to increase diversity of leaders to reflect that of the student population, a theme heard amongst all stakeholders.

Goal 5, Family and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families and Communities, continues to be an important goal at SDUSD to ensure families feel connected, both to their school community and the district. Families have expressed via survey and in feedback sessions the desire to have their voices amplified. Action 5.1 incorporates this feedback by building connections and relationships to engage families. All stakeholders asked for training for families to not only ensure they are engaged but also empowered in their students education (5.2). The LCAP incorporated language heard from stakeholders including action 5.2.2 - building understanding, alignment, and expectation of processes and organizational conditions needed for trusting relationships to thrive.

Goal 6, Well-Orchestrated Districtwide Support Services and Communications incorporates stakeholder feedback in a variety of areas. The need for translation services continues to be a topic of interest from all stakeholders (6.1d). The ease and convenience of Zoom was appreciated this past year by stakeholders to attend advisory group meetings and Zoom will continue in the 2021/22 school year (6.2.a.2). The family support line (6.2.a.1) addresses the need to provide continuous support for families to receive technical support from home. The request to provide nutrition services, including breakfast, for students is incorporated in (6.3.a). A large portion of Goal 6, Staff Growth and Development, is a result of feedback sessions from classified staff to receive ongoing professional learning (6.4.c).

# Goals and Actions

## Goal

Goal #	Description
1	Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms & District - with Equity at the Core and Support for the Whole Child

An explanation of why the LEA has developed this goal.

The current District data indicates a need to develop conditions in which all students have increased access to improved learning opportunities in classrooms and schools that are inclusive, anti-racist, and restorative. Changing student experiences and fully engaging students will require a comprehensive plan that ensures students receive supports and services when they need them and in the way they need them. We will address barriers to learning by:

**Ensuring Inclusive School Environments:** Develop a system where all students (with an emphasis on Black Youth, students receiving Special Education services, and Multilingual Students) make academic progress toward graduation and post-secondary outcomes by accessing a rigorous course of study that includes student-centered schedules and classroom conditions that support academic, social, and emotional outcomes.

**Implementing Anti-Bias, Anti-Racism, and Restorative Policies and Practices:** Cultivate individual and collective critical self-awareness to address inequities and honor and leverage students' lived experiences to maximize learning. Create restorative communities that foster high quality alliances and strengthen social-emotional and academic connections.

**Ensuring Students are Successfully Progressing in their Academics:** Develop a systematic process (with concrete goals and outcomes) to ensure student learning is frequently monitored, student data is effectively analyzed, and interventions/services are provided to students, as we ensure all students are making progress toward their Graduation and Post-Secondary goals.

**Expanding Wellness Services and /Opportunities for Children, Youth & Adults:** Provide comprehensive wellness supports for students, staff, and families to improve and increase access to services that support school success and social, emotional, and physical wellness.

**Activating Youth Leadership:** Develop leadership opportunities for students in which self-efficacy skills are nurtured as youth create positive change for themselves and for others within their classrooms, schools and communities.

Qualitative and quantitative data will be utilized to set targeted goals and monitor the impact of practices and policies on student learning and well-being.

# Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High school graduation rate	All: 88.6% African American: 83.7% American Indian or Alaska Native: 85.0% Asian: 95.2% Filipino: 95.0% Hispanic or Latino: 83.7% Pacific Islander: 90.6% White: 94.4% Two or More Races: 94.0% English Learners: 66.9% Foster Youth: 51.1% Homeless Youth: 72.0% Students with Disabilities: 62.5% Socioeconomically Disadvantaged: 84.8%				All: 94% African American: 90.0% American Indian or Alaska Native: 90.0% Asian: 97.0% Filipino: 97.0% Hispanic or Latino: 90.0% Pacific Islander: 94.0% White: 97.0% Two or More Races: 97.0% English Learners: 80.0% Foster Youth: 65.0% Homeless Youth: 85.0% Students with Disabilities: 80.0% Socioeconomically Disadvantaged: 90.0%
High school dropout rate	All: 3.0% African American: 5.3% American Indian or Alaska Native: 5.0% Asian: 0.9% Filipino: 0.9% Hispanic or Latino: 4.4%				All: 1.5% African American: 2.0% American Indian or Alaska Native: 2.0% Asian: 0.0% Filipino: 0.0% Hispanic or Latino: 2.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Pacific Islander: 0.0% White: 1.4% Two or More Races: 1.6% English Learners: 8.8% Foster Youth: 26.7% Homeless Youth: 9.5% Students with Disabilities: 5.9% Socioeconomically Disadvantaged: 4.2%				Pacific Islander: 0.0% White: 0.0% Two or More Races: 0.0% English Learners: 5.0% Foster Youth: 10.0% Homeless Youth: 6.0% Students with Disabilities: 3.0% Socioeconomically Disadvantaged: 2.0%
Middle school dropout rate	0.01%				0.0%
School Climate Survey – Safety	Grade 5: 76 Grade 7: 57 Grade 9: 49 Grade 11: 52				Grade 5: 91 Grade 7: 72 Grade 9: 64 Grade 11: 72
School Climate Survey – Caring Relationships	Grade 5: 45 Grade 7: 28 Grade 9: 23 Grade 11: 29				Grade 5: 60 Grade 7: 43 Grade 9: 48 Grade 11: 44
School Climate Survey – High Expectations	Grade 5: 49 Grade 7: 42 Grade 9: 32 Grade 11: 35				Grade 5: 54 Grade 7: 57 Grade 9: 47 Grade 11: 50
School Climate Survey – Meaningful Participation	Grade 5: 15 Grade 7: 11 Grade 9: 9				Grade 5: 30 Grade 7: 26 Grade 9: 24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Grade 11: 11				Grade 11: 26

## Actions

Action #	Title	Description	Total Funds	Contributing
<b>1.1.a.</b>	Ensure Inclusive School Environments- by creating and establishing Positive Behavior & Intervention Systems at every school	<p>1. The Behavior Support Resources Department in collaboration with the Restorative Justice Practices Department will support schools to integrate Restorative Justice practices within their existing Positive Behavior Interventions and Supports (PBIS) plans.</p> <p>2. Restorative Justice Practices integration within PBIS plans will be implemented by November 2021. PBIS plans will include the following:</p> <ul style="list-style-type: none"> <li>a. A school-wide vision for student success</li> <li>b. Defined positive expectations for all students in all settings</li> <li>c. Concrete interventions to ensure students engage in appropriate behaviors and receive appropriate levels of support</li> <li>d. Implementation of classroom strategies that include mindfulness, breathing and movement practices</li> </ul> <p>3. The Restorative Justice Practices department will provide districtwide offerings in Tier 1, Tier 2, and Tier 3 practices and will implement a cluster coaching cycle for more individualized professional development to meet school site needs in implementation of RJP schoolwide.</p>	\$2,711,565.00	Yes
<b>1.1.b.</b>	Ensure Inclusive School Environments- by building stronger classroom communities	<p>1. Virtual learning communities via Google Classroom will be offered to all educators to provide ongoing support and resources in-between learning opportunities.</p> <p>2. Educators will have the opportunity to obtain microcredentials in each of the five Quality Learning Interactions: Welcoming, Connecting, Igniting, Collaborating, Transference. Obtaining all five</p>	\$1,641,259.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>microcredentials will lead to a certification. Microcredentials will be offered asynchronously to all PreK-12th Grade Educators throughout the school year.</p> <p>3. Quality Learning Interactions will be integrated into professional learning (Principal Institutes and Leadership Labs). Professional Learning will provide resources and tools site administrators can use during site professional development, Professional Learning Community (PLCs), and classroom observations.</p>		
1.1.c.	Ensure Inclusive School Environments- by fostering a sense of belonging and decreasing chronic absenteeism	<p>1. The District will provide schools with a process to administer and evaluate Social and Emotional Learning and Positive School Climate surveys. Based on data from these two surveys, the District will support school site principals in developing student connection and engagement goals within each site's Single Plan for Student Achievement (SPSAs) to ensure students continue to acquire Social and Emotional competencies that lead to students' acquiring a sense of self-efficacy, self-management, student engagement and agency.</p> <p>2. The District will support schools in developing specific goals to address student chronic absenteeism in School Plans for Student Achievement (SPSAs).</p> <p>3. The District will provide principals with monthly student chronic absenteeism reports, educator attendance taking reports, and staff attendance reports. During monthly principal operation meetings, administrators will receive online modules with information on addressing data trends, creating and implementing effective chronic absenteeism strategies, and information on resources to highlight the importance of student attendance for all learners. These modules will include information on resources and supports that can support students in attending school following a process for Student Attendance Site Teams (SARTs) and Student Attendance Review District Board (SARBs).</p>	\$1,466,832.00	Yes



Action #	Title	Description	Total Funds	Contributing
<b>1.1.d</b>	Ensure Inclusive School Environments- by developing caring and supportive schools that minimize barriers for our Children and Youth in Transition	<p>1. The Department of Children and Youth in Transition (CYT) will support school sites in identifying a CYT school designated liaison. School Site Liaisons will receive monthly reports on students that have been identified as students in Foster Care, Unaccompanied Youth, Students from Refugee backgrounds, Youth Experiencing Homelessness, Youth participating in Home Hospital services, Youth identified as Migrant, Military Connected Youth and Teen Parents.</p> <p>2. CYT Department will provide monthly and/ongoing resources to school site liaisons regarding services, strategies, resources and programs that are available within our District and/or offered in community organizations to serve children and youth. In addition, online modules in topics related to Trauma Informed Care, Awareness of the Rights and Needs of Students, Resilience Education and Positive Youth Development, will be offered to school CYT liaisons. These modules will be available to all educators.</p> <p>3. The Children and Youth in Transition Department will formalize partnerships with community organizations, including the City of San Diego and San Diego County to expand services for CYT youth, including Youth experiencing Homelessness, Youth in Foster Care or Unaccompanied, Military Connected Youth, Youth from Refugee Backgrounds and those receiving Home-Hospital services.</p>	\$4,841,090.00	Yes
<b>1.1.e</b>	Ensure Inclusive School Environments- by developing caring and supportive schools	<p>1. The Youth Advocacy &amp; Ethnic Studies Department will provide secondary schools with student identity-based curriculum modules that can be incorporated into Advisory &amp; AVID courses. Six modules include: Black, Latinx, LGBTQIA History, HerStory, It's Lit &amp; Native. These modules and identify archives will provide students with the opportunity to:</p> <ul style="list-style-type: none"> <li>a. Celebrate the identity of all youth</li> <li>b. Expand on concepts and issues from diverse perspectives</li> <li>c. Discuss race, gender and learning perspectives from various communities</li> </ul>	\$2,490,999.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>2. The Youth Advocacy Department will implement Allyship in Action curriculum, providing ongoing coaching to students and school counselors in the implementation of strategies that address anti-bullying education and enhance youth’s abilities to become Upstanders.</p> <p>3. The Youth Advocacy Department in collaboration with Integrated Youth Services and Leadership and Learning will develop site resources and professional learning opportunities for school sites to expand student leadership opportunities at all sites in order to understand the lived experiences of youth in their classrooms/schools.</p> <p>4. The District will continue to increase youth’s advocacy, leadership, and self-efficacy by providing opportunities for students to learn to appreciate diversity, understand their identity and that of others, seek justice and take action to improve the success of all students. These competencies and student behaviors will be embedded into classroom instruction and Social Emotional Learning lessons.</p> <p>5. The District will continue to expand students’ leadership, so that students’ voices drive strategies and initiatives across the system. Associated Student Body (ASB), Student Equity Ambassadors, Gay-Straight Alliance Clubs, Black Student Unions, Student Board Leadership, Student Committee Representatives (SWEAR, Site Wellness, etc.), Restorative Circle Leaders, Clubs will continue to be supported by District and Site staff. Student organizations will have a process to ensure leadership opportunities represent the richness of our youth’s diversity by including representation from Black, Indigenous, Children Youth in Transition (CYT) Youth, Students with Disabilities, and Youth of Color.</p>		
<b>1.1.f.</b>	Ensure Inclusive School Environments- by	1. The Counseling and Guidance Department in partnership with the Anti-Defamation League will support schools with the ongoing implementation of the No Place for Hate Campaign. Our District is	\$60,000.00	No

Action #	Title	Description	Total Funds	Contributing
	continuing District-Wide plan for designation of schools as No Place for Hate	<p>currently in year four of a seven year implementation. The following outlines the District’s remaining three years of planning ahead:</p> <ul style="list-style-type: none"> <li>a. 2021-2022 School Year: University City, Kearny &amp; Mission Bay Clusters</li> <li>b. 2022-2023 School Year: Mira Mesa, Point Loma &amp; Clairemont Clusters</li> <li>c. 2023-2024 School Year: Scripps Ranch and La Jolla Clusters</li> </ul> <p>Note: Any interested school and/or cluster can participate at any time during the seven year roll out schedule</p> <p>2. Through the No Place for Hate Campaign, students will receive training in understanding inclusion for all, implicit bias, diversity, bullying awareness, ally behaviors, social justice and equity. Participating youth will develop school-wide campaigns that will support inclusion and equity for all.</p>		
<b>1.2.a.</b>	Implement Restorative, Anti-Bias & Anti-Racism Policies and Practices- by fostering adult foundational competencies	<p>1. The District will continue to implement Anti-Bias, Anti-Racism pedagogy and practices by building school leaders and staff capacity in the following areas:</p> <ul style="list-style-type: none"> <li>a. Providing a shared understanding and common language on Anti-Bias, Anti-Racism, Culturally Sustaining Practices, Multi-Centric Practices, Ethnic Studies, Social/Institutional Justice &amp; Restorative Justice Practices during Principal Institutes, Leadership Labs and Professional Learning for Educators.</li> <li>b. Providing professional learning opportunities for District staff, educators and principals in determining how critical self-awareness, building of quality alliances and shifting of power can enhance systems and policies that are Anti-Bias and move toward Anti-Racism.</li> </ul>	\$223,559.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2. The Leadership and Learning Division will implement a leadership mentorship program to support and coach site equity leaders. as they promote anti-racism practices and professional learning in schools.		
<b>1.2.b.</b>	Implement Restorative, Anti-Bias & Anti-Racism Policies and Practices- through districtwide integration of the Restorative Discipline Policy	<p>1. The Leadership and Learning division will support the implementation of Site Equity Teams who will identify and resolve disproportionalities in student discipline data through use of evidenced-based preventive and supportive responses to student behaviors in alignment with the Restorative Discipline Policy.</p> <p>a. Inter-departmental district teams will provide educators and school leaders with structures to understand their school site data (both qualitative/quantitative) in order to strengthen Anti-Bias, Anti-Racism and Restorative Practices.</p> <p>b. School sites will implement alternative-to-suspension programs and site-based interventions to strengthen students' decision-making skills.</p> <p>c. Student champions will partner with families through a restorative process that promotes advocacy, repairs harm, and reconnects students to the school community.</p> <p>d. Data will be routinely examined to track progress towards Site Equity Team goals and implementation of Restorative Discipline Policy in order to adjust site practices and procedures to disrupt the school-to-prison pipeline.</p> <p>2. The District will provide professional development to principals during Principal Institutes and Leadership Labs for the sustainability of Site Equity Teams to address disproportionalities in student discipline data.</p>	\$1,315,948.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>1.2.c.</b>	Implement Restorative, Anti-Bias & Anti-Racism Policies and Practices- by disrupting discriminatory grading practices	<p>1. The District will provide professional development to principals and educators during Principal Institutes, Leadership Labs, and district-sponsored learning opportunities with standards-based grading experts to support Site Equity Teams in addressing disparities in student academic data.</p> <p>a. Interdisciplinary district teams will provide educators and school leaders with professional development opportunities centered around standards-based learning, grade reporting, and lesson development.</p> <p>b. Data will be routinely examined to track progress towards Site Equity Team goals and implementation of a standards-based grading policy as it relates to removal of non-academic factors from the academic grade as well as opportunities for reflection, revision, and reassessment.</p>	\$1,742,982.00	Yes
<b>1.3.a</b>	Ensuring Students are Successfully Progressing in their Academics- by implementation of Comprehensive School Counseling Practices	<p>1. The Counseling and Guidance Department will support all site counselors to effectively collect, analyze, monitor and evaluate Comprehensive School Counseling Programs in the areas of attendance, behavior, Social-Emotional Learning (SEL) and academic achievement by implementing the following:</p> <p>Elementary school counselors will ensure students are progressing toward their academic goals by:</p> <p>a. Analyzing data for students with report cards with scores of 1-2, student out of classroom referrals, chronic absenteeism and student grades and SEL development.</p> <p>b. Based on this data, school counselors will contact targeted families to ensure students receive appropriate academic, social and emotional resources.</p> <p>c. Implement school counseling interventions that increase student engagement, providing guidance lessons, individual and/or group support to ensure academic, social and personal growth of students.</p> <p>2. School counseling services will continue to be provided all elementary schools within the District to ensure:</p>	\$5,286,005.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>a. Implementation of safe, positive, and inclusive learning environments for all students</li> <li>b. Implementation of site initiatives that support positive relationships between students and educators</li> <li>c. Monitoring of student academic and social/emotional growth in order to provide appropriate school counseling interventions via 1:1 and small group</li> <li>d. Continuous collaboration with families in order to minimize any barriers for learning and provide supports as needed</li> </ul>		
<b>1.3.b.</b>	Ensuring Students are Successfully Progressing in their Academics- by implementation of Comprehensive School Counseling Practices	<p>The Counseling and Guidance Department will support all site counselors to effectively collect, analyze, monitor and evaluate Comprehensive School Counseling Programs in the areas of attendance, behavior, Social-Emotional Learning (SEL) and academic achievement by implementing the following:</p> <ul style="list-style-type: none"> <li>1. Middle school counselors will ensure students are progressing toward their academic goals by: <ul style="list-style-type: none"> <li>a. Analyzing data for students with D&amp;F grades, student out-of-classroom referrals, number of suspensions, expulsions, chronic absenteeism and SEL development</li> <li>b. Based on this data, school counselors will contact families and students to ensure appropriate academic, social and emotional resources are provided</li> <li>c. Implement school counseling interventions that increase student academic readiness, engagement, individual and/or group support to ensure academic, social and personal growth of students</li> </ul> </li> <li>2. High school counselors will ensure students are progressing toward their academic goals by: <ul style="list-style-type: none"> <li>a. Analyzing data from Online Student Profile System (OSPS) assessing A-G completion toward graduation.</li> </ul> </li> </ul>	\$17,658,018.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>b. Tracking of out-of-classroom referrals, number of suspensions, expulsions, chronic absenteeism, FAFSA completion and SEL development</p> <p>c. Based on this data, school counselors will contact students that need support to ensure they receive appropriate guidance and counseling services to continue to meet their graduation requirements.</p> <p>3. The District will support secondary school counselors in providing coaching, training and support to ensure all students are progressing toward their graduation. Central office resource school counselors will help school counseling teams in:</p> <p>a. Monitoring student academic readiness and provide support in understanding and assessing student data</p> <p>b. In the High Schools, school counselors will monitor students' A-G Completion toward graduation using the Online Student Profile System (OSPS)</p> <p>c. Free Application and Federal Student Assistance FAFSA education efforts and completion rates will continue to be monitored in all High Schools</p> <p>d. Students will receive ongoing and 1:1 advisement, interventions and/or support as needed based on their academic progress</p>		
1.4.a.	Expand Wellness Services/Opportunities for Children, Youth & Adults by-enhancing Counseling & Mental Health supports for students	<p>1. Counselors and mental health clinicians will collaborate closely to ensure students receive the most efficient and timely services based on students' needs. In addition, the District will implement referral systems that include student self-referral and expedite the time in which students receive social, emotional and/or mental health supports.</p> <p>2. The District will increase substance prevention efforts in order to increase a culture of safety and informed decision making that emphasizes healthy living. Tobacco Use Prevention Education Program (TUPE) will be implemented in order to ensure youth receive education, support in creating student-led initiatives, and peer awareness and intervention services needed to prevent the use of tobacco/vape and other drugs.</p>	\$21,486,830.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>3. The District will continue to provide education for families to increase student access to mental health services within their school sites to services offered either at school or through community organizations.</p> <p>4. The District will expand formalized community partnerships in order to enhance mental health interventions for students, expediting mental health services offered directly at school sites.</p>		
<b>1.4.b.</b>	Expand Wellness Services/Opportunities for Children & Youth by- providing physical health services for children and youth	<p>1. The Nursing and Wellness Department will ensure all students have a medical home, medical management, immunizations for school enrollment and referral loop closure. Schools will implement annual school-community engagement plans. Health services for youth will be assessed by implementation of School-Based Health Care (SBCH) data and supported by the health office.</p> <p>2. Through the implementation of aligned health services, students will receive health supports as needed via school health office to meet their academic, health and wellness needs.</p> <p>3. The Nursing and Wellness Department will continue to implement robust health systems that are responsive to students' needs and support access to school by continuing to monitor up-to-date immunization schedules, patterns of chronic absenteeism related to students' health and lack of health access.</p>	\$18,547,802.00	Yes
<b>1.4.c.</b>	Expand Wellness Services/Opportunities for Children & Youth by- incorporating wellness practices in	<p>1. The District will nurture developmental appropriate wellness practices for children and youth by the implementation of wellness youth education initiatives that will increase the ability of students to recognize factors that support students' overall wellbeing and lead to strong mental health. Education initiatives will lead to:</p> <p>a. Increase youth awareness regarding mental health</p>	\$13,085,332.00	Yes



Action #	Title	Description	Total Funds	Contributing
	classrooms/schools for all students	<p>b. Foster youth leadership and the ability of youth to develop habits of mind that promote overall well-being</p> <p>2. The District will offer ongoing professional development for all educators in Mental Health First Aid Training, addressing topics that affect youth’s mental health including stress, body image, suicidal ideation, anxiety, self-harm, eating disorders, teen trauma and depression in order to identify protective factors that support youth in developing necessary strategies and coping skills to maintain mental health.</p> <p>3. The Integrated Youth Services division will implement quarterly collaboration meetings with youth leaders in order to increase mental health awareness, education and systems of support for all students.</p> <p>4. Wellness Coordinators at High Priority Schools will continue to bridge wellness/health equity gaps for students, providing sustainable wellness pathways that ensure students have a non-judgmental, inclusive space that supports youth in navigating resources that support their physical, social, emotional and mental health.</p>		
<b>1.4.d.</b>	Expand Wellness Services/Opportunities for Children, Youth & Adults by-continuing implementation of Healthy Schools and an integrated school wellness model	<p>1. The District Wellness Council will continue to monitor the implementation of the wellness policy in order to promote student wellness, health education, health services, physical education, physical activity, nutrition services, social-emotional wellness, healthy/safe school environments, staff wellness and family/community engagement.</p> <p>2. Through an integrated school wellness approach, the District will support school wellness coordinators in the creation and implementation of site wellness goals for students, staff and families. School wellness site coordinators will participate in ongoing, cluster meetings hosted by the District Wellness Team in collaboration with community health organizations.</p>	\$10,678,434.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>3. School Site Wellness Committees will continue the implementation of wellness plans for individual school sites creating goals for students, families and staff that are responsive to the diverse school communities.</p> <p>4. The District will continue to expand and formalize community and health based partnerships in order to maximize wellness services offered for students across grade levels and expand student wellness supports.</p>		
<b>1.4.e.</b>	Expand Wellness Services/Opportunities for Adults by-ensuring Adult Wellbeing	<p>1. The District will implement sustainable ways to promote the wellness of employees across the District in order to enhance adult physical, social/emotional and professional wellbeing that leads to healthier and thriving schools. Adults will be offered ongoing wellness opportunities that promote healthy eating, physical activity and resilience, skills that lead to increased sense of connectedness, staff retention and physical/emotional safety.</p> <p>2. The District will continue its current partnership with Voluntary Employees' Beneficiary Association (VEBA), Kaiser Permanente and other health organizations in order to expand wellness opportunities offered to employees. Ongoing collaboration with employee leadership teams will guide employee wellness resources and services offered.</p> <p>c. In collaboration with the Family Engagement Department and Family Leadership Councils within the District, wellness information, education and resources will be offered to families.</p>	\$1,100,000.00	No
<b>1.4.f.</b>	Expand Wellness Services/Opportunities for Children, Youth	The District will establish three to five Community Schools in high-need areas to provide whole child services and universal support to families. These centers for the community will reflect local needs,	\$10,508,509.00	Yes

Action #	Title	Description	Total Funds	Contributing
	& Adults by-establishing Community Schools	assets, and priorities that will be determined in partnership with key community organizations and school site teams. This shared leadership will create and then implement a vision of student and school success with a commitment to rethinking relationships that are based on a strong foundation of trust and respect.		

## Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

Goal #	Description
2	Access to Broad and Challenging Curriculum

An explanation of why the LEA has developed this goal.

The District's current graduation rate is 88.6%. An analysis of this data revealed that on the path to graduation there are two key indicators that contribute to students who do not graduate--reading on grade level by grade 3 and grade 7 suspension rate. Using 2018-19 data, the last full-year of data prior to school disruption from COVID-19, the percentage of 3rd grade students meeting or exceeding standards in English Language Arts was 56.19% and the rate of out-of-school suspension rate for 7th grade students 5.7%. In order to increase the graduation rate we will focus on student-centered learning opportunities in every classroom that will provide a meaningful educational experience and allow all students to graduate with the knowledge and skills necessary to have choices in their college and career pathways and to be productive members of a democratic society. In order to achieve this goal the District will develop and implement a highly coherent instructional system rooted in anti-racist pedagogy and informed by best practices from around the world.

This system will provide students with:

- Knowledge and skills to be college, career and civic life ready that are clearly defined in a Learner Profile that includes milestones at critical junctures.
- Access to guaranteed and viable curriculum for each course and grade level that is standards-based and utilizes a diverse range of instructional resources including both on-line and print materials.
- Information using a standards-based reporting system that includes a system of assessments in all content areas that provides teachers with multiple opportunities to measure, monitor, and provide feedback on student mastery of learning.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Availability of standards aligned instructional materials	100%				100%
English Learner Progress Indicator English proficiency	47.6%				57%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English learner Reclassification Rate	10.4%				17.0%
Completion of A-G course sequence with grades of C or higher	All: 73.8% African American: 67.6% American Indian or Alaska Native: 76.5% Asian: 86.7% Filipino: 74.9% Hispanic or Latino: 64.9% Pacific Islander: 79.3% White: 84.2% Two or More Races: 80.0% English Learners: 51.6% Foster Youth: 47.8% Homeless Youth: 55.2% Students with Disabilities: 50.4% Socioeconomically Disadvantaged: 67.3%				All: 83.5% African American: 81.0% American Indian or Alaska Native: 84.6% Asian: 88.7% Filipino: 84.0% Hispanic or Latino: 80.0% Pacific Islander: 85.7% White: 87.7% Two or More Races: 86.0% English Learners: 74.6% Foster Youth: 73.1% Homeless Youth: 76.1% Students with Disabilities: 74.2% Socioeconomically Disadvantaged: 80.9%
California Assessment of Student Performance and Progress (CAASPP) Distance from Standard on the Smarter Balanced Assessment	English Language Arts: All Students: 12.6 African American: -37.5 American Indian or Alaska Native: 18.5 Asian: 58.4				English Language Arts: All Students: 20.2 African American: -15.0 American Indian or Alaska Native: 24.1 Asian: 67.2

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Filipino: 44.2 Hispanic: -22.9 Native Hawaiian or Pacific Islander: -21.9 White: 60.0 Two or More Races: 45.9 English Learners: -36.3 Foster Youth: -55.5 Homeless: -43.1 Students with Disabilities: -80.8 Socioeconomically Disadvantaged: -20.7  Mathematics: All Students: -10.4 African American: -65.6 American Indian or Alaska Native: -2.7 Asian: 54.2 Filipino: 19.4 Hispanic: -51.3 Native Hawaiian or Pacific Islander: -42.2 White: 41.1 Two or More Races: 25.3 English Learners: -53.3 Foster Youth: -72.2 Homeless: -68.8 Students with Disabilities: -102.3				Filipino: 50.8 Hispanic: -9.2 Native Hawaiian or Pacific Islander: -8.8 White: 69.0 Two or More Races: 52.8 English Learners: -14.5 Foster Youth: -22.2 Homeless: -17.2 Students with Disabilities: -32.3 Socioeconomically Disadvantaged: -8.3  Mathematics: All Students: -4.2 African American: -26.2 American Indian or Alaska Native: -1.1 Asian: 62.3 Filipino: 22.3 Hispanic: -20.5 Native Hawaiian or Pacific Islander: -16.9 White: 47.3 Two or More Races: 29.1 English Learners: -21.3 Foster Youth: -28.9 Homeless: -27.5 Students with Disabilities: -40.9

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Socioeconomically Disadvantaged: -46.4				Socioeconomically Disadvantaged: -18.6
High school graduation rate	All: 88.6% African American: 83.7% American Indian or Alaska Native: 85.0% Asian: 95.2% Filipino: 95.0% Hispanic or Latino: 83.7% Pacific Islander: 90.6% White: 94.4% Two or More Races: 94.0% English Learners: 66.9% Foster Youth: 51.1% Homeless Youth: 72.0% Students with Disabilities: 62.5% Socioeconomically Disadvantaged: 84.8%				All: 94% African American: 90.0% American Indian or Alaska Native: 90.0% Asian: 97.0% Filipino: 97.0% Hispanic or Latino: 90.0% Pacific Islander: 94.0% White: 97.0% Two or More Races: 97.0% English Learners: 80.0% Foster Youth: 65.0% Homeless Youth: 85.0% Students with Disabilities: 80.0% Socioeconomically Disadvantaged: 90.0%
High school dropout rate	All: 3.0% African American: 5.3% American Indian or Alaska Native: 5.0% Asian: 0.9% Filipino: 0.9%				All: 1.5% African American: 2.0% American Indian or Alaska Native: 2.0% Asian: 0.0% Filipino: 0.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Hispanic or Latino: 4.4% Pacific Islander: 0.0% White: 1.4% Two or More Races: 1.6% English Learners: 8.8% Foster Youth: 26.7% Homeless Youth: 9.5% Students with Disabilities: 5.9% Socioeconomically Disadvantaged: 4.2%				Hispanic or Latino: 2.0% Pacific Islander: 0.0% White: 0.0% Two or More Races: 0.0% English Learners: 5.0% Foster Youth: 10.0% Homeless Youth: 6.0% Students with Disabilities: 3.0% Socioeconomically Disadvantaged: 2.0%
Early Assessment Program (EAP) results	ELA: 60.5% Math: 35.7%				ELA: 67% Math: 50%
Middle school dropout rate	0.01%				0.0%
Career Technical Education (CTE) course sequence completion (seniors passed 3 or more courses)	70.6				77%
Elementary students participate in a broad course of study as measured by marks in all subject areas on report cards	100%				100%



# Actions

Action #	Title	Description	Total Funds	Contributing
2.1.a.	College, Career, and Civic/Global Life Readiness: Development of Learner Profile	<p>District Leadership with input from educators, administrators, students, families, as well as industry and community partners will develop a learner profile that clearly articulates the knowledge, skills, and characteristics that students will develop as part of their experience at San Diego Unified. The Learner Profile will include:</p> <ul style="list-style-type: none"> <li>a. Clear descriptions for each characteristic on the profile.</li> <li>b. Measurable milestones along the TK-12 continuum (TK-2, 3-5, 6-8, 9-12, and 18-22 year old students).</li> <li>c. Student-centered structures that ground the Learner Profile in practice, such as Student Led Conferences (SLCs), Presentations of Learning, Exhibitions, and Portfolios and incorporate supports to ensure access and personalization for multilingual learners, students receiving special education services and GATE (gifted and talented education) identified students.</li> <li>d. Professional development for educators to implement student-centered structures including how to provide meaningful feedback and use multiple opportunities to develop and demonstrate growth during instruction and assessment.</li> <li>e. Create alignment of Learner Profile characteristics with content area Critical Concepts</li> <li>f. Instructionally embedded assessments in all core content area courses that reinforce the development of Learner Profile characteristics.</li> </ul> <p>The Learner Profile will provide a clear road map to graduation that will allow students, families, and educators to track individual student progress and support all students in reaching success.</p>	\$797,527.00	No
2.1.b.	College, Career, and Civic/Global Life	Instructional Innovation will provide opportunities for secondary students to engage in hands-on, minds-on learning opportunities	\$755,779.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Readiness: Project Based Learning	<p>connected to real-world problems through a Project Based Learning (PBL) approach. The College Career Technical Education (CCTE) and Instructional Innovation Department will:</p> <p>a. Plan and lead the PBL Institute for secondary site teams, while continuing to offer professional learning opportunities throughout the year that support educators in moving from project design to implementation.</p> <p>b. Organize professional development for both new and veteran teams, including an industry job shadow for teachers, opportunities for students to take part in project design, and an “exhibition” gallery walk.</p> <p>c. Embed learner profile development into project design facilitated through the PBL Institute.</p> <p>Project Based Learning opportunities will support student engagement and help students to develop knowledge and skills necessary for college, career and civic life.</p>		
<b>2.1.c.</b>	College, Career, and Civic/Global Life Readiness: Course Sequencing & Placement	<p>1. Leadership and Learning, Instructional Innovation, Integrated Youth Services, Site Principals and Site and District Counselors will collaborate to ensure that students participate in well-articulated programs and course sequences that lead to meaningful graduation and readiness for college, career, and community.</p> <p>Course Scheduling</p> <p>Designing and developing course sequences that provide all students (multilingual learners, students receiving special education services and students identified as gifted and talented) with opportunities to get what they need for their own learning to increase student connections and engagement with school, allow for monitoring of progress and lead to increasing numbers of students experiencing success and graduating from high schools with the knowledge and skills they need to be successful in college, career, and civic life.</p>	\$514,577.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>a. Leadership and Learning will align course scheduling expectations to a competency-based model. A model that allows students to engage in learning that meets their own learning style and needs, including the pace and place/setting. Options for students could include project-based settings, online/blended learning, through a virtual academy, or dual enrollment.</p> <p>b. Leadership and Learning will launch a guiding coalition to propose how to optimize the course schedule and bell schedule to increase students' access to support as well as exploration of interests through elective choice.</p> <p>c. Leadership and Learning will update the Course of Study annually. Integrated Youth Services and site counseling teams will monitor schedules to ensure all students are placed in grade-level appropriate, standards-aligned, UC a-g courses found in the current Course of Study.</p> <p>Instructional Innovation will increase ethnic studies course offerings at the high school level, and d. Leadership and Learning will support sites with schedule design and placement, to ensure all high school students (starting with graduating class of 2023) participate in at least one ethnic studies course before graduation.</p> <p>e. Instructional Innovation will partner with schools to increase alignment of instructional programs and course sequences across TK-12 within cluster groups through professional learning for 6-12 vertical teams and PK-12 Critical Concept alignment.</p> <p>2. Counseling and Guidance will increase family awareness of college admissions considerations and options for students to earn weighted and college credits by providing clear, detailed, and easy to access information through family workshops and online resources.</p> <p>3. Instructional Innovation will partner with sites to increase the number of students taking upper level math and science courses to graduate with four years of math and science, particularly student groups historically under-represented by providing an enhanced core course sequence, flexible and rigorous course options, professional learning for counselors, teachers, and leaders and developing board-approved, uniform, fair, and objective district-wide placement policy for mathematics.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>4. Leadership and Learning will identify where within the system students continue to be tracked into course sequences that limit course options and begin to dismantle them.</p> <p>5. Leadership and Learning will monitor site course offerings and student group enrollment in all content areas, as well as district-wide equity indicators, such as student group achievement data and advanced studies enrollment that match district demographics to ensure access and opportunity for all students in grade level appropriate and advanced courses with a strong focus on Math and Science sequences to ensure that access to these courses are gateways to opportunity for students vs. gatekeepers of opportunity.</p> <p>6. Leadership and Learning will develop an Ethnic Studies course sequence from elementary to high school.</p> <p>7. Advanced Studies and College Career Technical Education (CCTE) will continue to expand options and continue to eliminate barriers for students to earn weighted credits and college credits - honors, college, CCTE, Advanced Placement (AP), and International Baccalaureate (IB) courses for all high school students and all student groups.</p> <p>English Language Development (ELD)</p> <p>8. Principals and school site counselors will enroll all identified English Language Learners in a program of ELD instruction in order to develop proficiency in English as rapidly and effectively as possible. The Office of Language Acquisition will collect daily schedules for self-contained classrooms and student schedules for secondary schools to monitor.</p> <p>9. Principals will ensure designated ELD instruction is provided as protected time within the school day in which the CA ELD Standards are used as the focal standards to build into and from content instruction to develop critical language for learning.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>10. Principals will ensure Integrated ELD instruction, in which the California English Language Development Standards are used in tandem with the California Common Core State Standards, (SDUSD Critical Concepts/Proficiency Scales) in all content areas is provided.</p> <p>Dual Language and Dual Immersion (Multiple World Languages)</p> <p>11. The Office of Language Acquisition will:</p> <ul style="list-style-type: none"> <li>a. Provide a continuum of developmental skills across levels of language acquisition for educators to use to assist in planning instruction.</li> <li>b. Match language allocation plans with the school program and demonstrate how the instructional time is divided between the target language and English.</li> <li>c. Match Program Structure, Mission, Vision, Program Goals and Clear Language Allocation and Strategic Separation of the Languages with 90:10 (90 percent of the day is dedicated to the target language and 10 percent English).</li> </ul> <p>Special Education</p> <p>12. Site administrators and counselors place students who receive special education services first and hand schedule in their classes/courses to ensure access to the academic core. (Special Education CTA).</p> <p>13. Site principals and counselors consult with students and parents to consider all options available to support students to graduate to include options permitted under the Alternative Means for Satisfying the Prescribed Course of Study.</p> <p>14. Site administrators and counselors in collaboration with members of the Individual Educational Program (IEP) team develop transition plans for students</p> <p>Designing and developing course sequences that provide students with opportunities to get what they need for their own learning will increase student connections and engagement with school, will allow for monitoring of progress and will lead to increasing numbers of</p>		

Action #	Title	Description	Total Funds	Contributing
		students experiencing success and graduating from high schools with the knowledge and skills they need to be successful in college, career, and civic life.		
<b>2.1.d.</b>	C2.1.d. College, Career, and Civic/Global Life Readiness:	<p>1. The College, Career and Technical Education (CCTE) department will support schools in developing pathways and increasing pathway completer rates.</p> <p>a. The CCTE department will collaborate with school sites to provide a summer bridging program for incoming 9th graders to fully prepare them for the pathways offered in their high school. These programs will include curriculum development, staffing, resources/materials, and the coordination and implementation of the program for each participating high school.</p> <p>b. In partnership with San Diego Community College District (SDCCD), summer bridging programs will be provided for students entering 11th or 12th grade. These programs will be developed to align to each SDCCD college and Continuing Education. These programs will include curriculum development, staffing, coordination, implementation of the program, and resources/materials and will be funded through SWP Grant.</p> <p>c. The CCTE department will collaborate with site principals to ensure access to CCTE pathways for students in the moderate/severe program with the opportunity to earn a modified certificate of completion.</p> <p>Ensuring that students complete CCTE pathways will allow students to develop and demonstrate Learner Profile Characteristics through focused Industry Sector Pathway completion.</p> <p>2. San Diego Unified School District and the San Diego Community College District Partnership will continue the joint partnership for student success with a continued commitment to the joint board, partnerships for student equity and access, and partnerships for</p>	\$32,721,275.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>increased pathways. The goals of the partnership are listed below and are monitored and reported on during sessions of the joint board.</p> <ul style="list-style-type: none"> <li>a. Accountability</li> <li>b. Grounding program decisions in data &amp; research</li> <li>c. Strengthening collaboration and communication to ensure access to programming</li> <li>d. Developing and sustaining career pathways</li> <li>e. Increasing San Diego Promise program participation</li> <li>f. Increasing outreach and parent engagement</li> <li>g. Advocating for legislation to support student access to college coursework</li> <li>h. Ensuring racial justice and equity for all</li> </ul> <p>Collaboration with the San Diego Community College District provides additional opportunities for students to demonstrate Learner Profile characteristics.</p>		
<b>2.1.e.</b>	College, Career, and Civic Life Readiness: Advanced Studies Pathways	<p>Advanced Studies supports schools with the implementation and development of courses and programs that provide opportunities for students to earn weighted and/or college credits while in high school. Opportunities include Advanced Placement (AP), International Baccalaureate (IB), AVID, and honors coursework.</p> <ul style="list-style-type: none"> <li>a. Leadership and Learning will support site leaders to use current data with their site equity teams to generate annual specific improvement goals to increase diversity in enrollment and success in their advanced studies pathways as monitored by the Advanced Studies Department.</li> <li>b. Advanced Studies will create updated marketing materials and information sessions for students and families to better understand all of their options to earn weighted credits and college credits.</li> <li>c. Advanced Studies will provide professional development through workshops and web-based resources to support teachers in meeting the needs of students in these courses and ensuring student success.</li> </ul>	\$2,423,581.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>d. Advanced Studies will expand course options and continue to eliminate systems that promote tracking of students or limit student options.</p> <p>By monitoring enrollment in advanced studies pathways and setting site-based goals for enrollment the District will improve the representations of all student groups in advanced study courses. Furthermore, monitoring student success in these courses will provide opportunities to provide additional support when needed to ensure students enroll and succeed in advanced studies pathways.</p>		
2.2.a.	GVC: Cross-Content & Level Area Initiatives	<p>Instructional Innovation will support the development of guaranteed and viable curriculum (GVC) across all content areas TK-12 that inspires learning centered on student identity and cultural wealth.</p> <p>a. Instructional Innovation will host an annual GVC Summer Institute to prepare educators TK-12 for effectively teaching the curriculum, including revisions, updates, and cross-content initiatives and priorities, such as standards based grading.</p> <p>b. Instructional Innovation will continue to grow the educator micro-credential program, expanding the program to include additional departments and additional offerings to provide personalized, asynchronous and hybrid professional learning opportunities that capture educator competencies as they are developed and refined.</p> <p>c. Leadership and Learning will provide a professional development session for site and district administrators to review instructional resources and instructional practices that should be present in all core content area courses.</p> <p>d. Instructional Innovation will collaborate with the leadership planning team to design content-area focused professional learning opportunities available to site leaders.</p> <p>By providing opportunities for educators to collaborate and discuss the GVC we will build internal networks of support where educators can continue to work together to refine and enhance curriculum and share best practices and strategies that work. Standards based guaranteed</p>	\$1,991,128.00	No



Action #	Title	Description	Total Funds	Contributing
		and viable curriculum is an essential component to accelerating learning for all of our students and can be measured through the curriculum embedded assessments provided for each content area/course.		
<b>2.2.b.</b>	Enhanced Math Curriculum and Professional Development	<p>1. Instructional Innovation will continue to develop the San Diego Enhanced Math (SDEM) program in the following ways.</p> <p>a. Develop and identify curriculum resources and instructional practices that center student identity &amp; cultural wealth in mathematics to support the Ethnic Studies initiative.</p> <p>b. Continue to engage with stakeholder groups and expand engagement opportunities to create widespread understanding that all are mathematicians and foster an understanding that mathematics is multidimensional, as evidenced by student, educator, and leader surveys designed to capture data about student engagement, student beliefs and belongingness, teacher self-efficacy, and leader self-efficacy.</p> <p>c. Increase access and opportunity for each student, within and beyond our TK-12 math pathways, as evidenced by increased student achievement (across multiple dimensions) by course, increased readiness for transition years (6th &amp; 9th grade), increased course offerings in upper level pathways, increased graduates with four years of mathematics, and increased diversity in upper level mathematics.</p> <p>d. Support student-centered instructional shifts in math classrooms district-wide, as evidenced by the increase in teacher and leader understanding of math pedagogy and culturally responsive teaching through teacher self-efficacy surveys, increased frequency and quality of math language routines, as evidenced by observational data collected during instructional rounds, increased student engagement, as evidenced by student self-efficacy survey and instructional rounds data, and increased student achievement (across multiple dimensions) by course.</p>	\$779,400.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>e. Modernize &amp; enhance the core mathematics course sequence TK-12</p> <p>f. Develop SDEM curriculum K - IM3.</p> <p>g. Improve focus, rigor, and access by driving implementation of the SDEM curricular materials and developing equitable assessment practices through multi-dimensional assessments.</p> <p>h. Adopt SDEM curriculum K - IM3 by 2024.</p> <p>i. Provide access to SDEM’s local adaptation of Illustrative Mathematics for TK-5 through LearnZillion learning management platform.</p> <p>j. Develop curriculum for, and alignment of, upper level math courses (3rd &amp; 4th year) that create opportunities for students to specialize in data science, advanced algebra and calculus, computer science and computational thinking.</p> <p>This coherent and streamlined math curriculum will support student-centered classrooms that value student voice, develop positive math identity, and cultivate an inclusive classroom culture that will result in increased math achievement for all students.</p> <p>2. Instructional Innovation will provide support to school sites implementing Enhanced Math through professional development in service of multi-dimensional and culturally responsive math instruction that prepares and empowers all students for the mathematics they will need to be successful in college and careers. The professional learning will:</p> <p>a. Provide high-quality job embedded professional learning for TK-12 educators and site and district leaders through cycles of inquiry and student voice centered PLC structures in collaboration with TeachingLab and Dr. Julia Aguirre, ConnectEd, EnvisionLearning, and Callahan Consulting.</p> <p>b. Establish a uniform TK-12 framework as the foundation for our district-wide instructional focus for mathematics.</p> <p>c. Identify elementary and secondary teams of educator “Fellows” that will refine and expand the SDEM Guaranteed and Viable Curriculum (GVC) in TK-12 courses and develop equitable assessment practices, as well as serve as model SDEM classrooms.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>d. Expand the TK-12 administration of the District Essential Mathematics Indicator (DEMI) Assessment to engage educators, site, and district leaders in understanding and analyzing longitudinal, multidimensional student achievement data, including a focus on students' mathematical reasoning and communication.</p> <p>This coherent system of professional learning will support teachers as they develop student-centered classrooms that value student voice, develop positive math identity, and cultivate an inclusive classroom culture that will result in increased math achievement for all students.</p>		
2.2.L	VAPA	<p>1. San Diego Unified School District prioritizes Visual and Performing Arts (VAPA) as core academic pursuits, critical to a well-rounded education.</p> <p>a. SDUSD VAPA promotes artistic literacy, innovation, creativity, and excellence in the arts by ensuring all students have a meaningful, sequential, and standards-based arts education.</p> <p>b. VAPA supports teachers and students via visual and performing arts online learning platforms</p> <p>c. VAPA supports music instruction through the purchase of musical instruments and their maintenance, as well as band uniforms</p> <p>d. VAPA supports visual art courses with art supplies and equipment</p> <p>e. VAPA supports district visual and performing arts facilities with expertise and coordination of production and maintenance</p> <p>2. SDUSD VAPA expands students' capacity to think critically about creative work and processes to appreciate, analyze, and apply artistic practices for self-expression and discovery.</p> <p>a. SDUSD VAPA cultivates artistic literacy through development in the four, standards-based artistic processes: Creating, Performing/Presenting/Producing, Responding, and Connecting, developing in students the creative capacity and essential skills necessary to thrive in a cultural community and/or career pursuits.</p>	\$6,761,529.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>b. SDUSD VAPA develops shared understanding among stakeholders of how acquired artistic knowledge, skills, and processes impact career paths in and beyond creative industries.</p> <p>3. SDUSD VAPA is committed to inclusion and diversity, so that SDUSD students develop agency, creative capacity, and civic responsibility.</p> <p>a. SDUSD VAPA ensures access to culturally responsive, relevant, and authentic coursework, pathways, instruction, and materials, in all five arts disciplines: dance, media arts, music, theatre, and visual arts.</p> <p>b. SDUSD VAPA, aligning with SDUSD goals, builds community in and around schools by engaging all stakeholders, allying with the region’s economic development, workforce readiness, and higher education, and fostering collaborative relationships with the arts community to empower students’ civic engagement.</p>		
2.2.c.	GVC: Science Curriculum and Professional Development	<p>1. Instructional Innovation will support schools with the implementation of Guaranteed and Viable Curriculum aligned to the “Unified Science” Mission/Vision and Next Generation Science Standards (NGSS) through the following actions and services:</p> <p>a. Develop curriculum that centers student identity and cultural wealth in science to support the Ethnic Studies initiative.</p> <p>b. Expand middle school implementation of Amplify science curriculum.</p> <p>c. Establish ongoing opportunities for teacher feedback and GVC revision.</p> <p>d. Establish equitable consumable budget for district Biology: The Living Earth, Chemistry in the Earth System, Physics of the Universe.</p> <p>e. Develop (grades 4 and 5) and adopt (grades TK-5) “Unified STEAM” (Science, Technology, Engineering, Arts, Mathematics) elementary science curriculum. Realign elementary instructional materials and resources to ensure all teachers have ongoing access to consumables needed to implement the STEAM program.</p>	\$1,818,638.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>f. Adopt high school curricula for the following three graduation requirement courses: Biology: The Living Earth, Chemistry in the Earth System, Physics of the Universe.</p> <p>g. Establish community steering committees, including local business/industry partners to inform the “Unified Science” Mission/Vision and the development/modification of GVC in order to ensure that students are college, career, and life ready.</p> <p>The implementation of this curriculum will support multi-dimensional science instruction that promotes student voice, develops positive science identity, and cultivates an inclusive classroom culture that will result in increased scientific literacy and achievement in science for all students.</p> <p>2. Instructional Innovation will support teachers with the implementation of science instruction that is aligned to the “Unified Science” mission/vision and Next Generation Science Standards (NGSS) by providing the following services:</p> <p>a. Plan and deliver ongoing GVC-based (STEAM) training for all elementary teachers TK-5, beginning with TK-3 in 2021-2022, expanding to grade 4 in 2022-2023 and grade 5 in 2023-2024.</p> <p>b. Establish Science Microcredential(s) aligned to Ambitious Science Teaching, NGSS Instructional Shifts, Environmental Literacy, and GVC expertise. Develop additional microcredentials to support best practices in implementing GVC in practice.</p> <p>c. Identify elementary and secondary teams of educator “Fellows” that will refine and expand the Guaranteed and Viable Curriculum (GVC) in TK-12 courses and develop equitable assessment practices, as well as serve as model science classrooms.</p> <p>d. Establish Cluster Science Leads, 1-2 individuals from each grade level band (Tk-5, Middle, High) representatives from each cluster to support professional learning focused on shifting teacher practice and vertical alignment. Cluster Leads will meet regularly with Science Fellows to develop a coherent professional learning plan and build individual leadership capacity.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>The implementation of this coherent system of professional learning will support multi-dimensional science instruction that promotes student voice, develops positive science identity, and cultivates an inclusive classroom culture that will result in increased scientific literacy and achievement in science for all students.</p>		
2.2.d.	<p>GVC: English Language Development Curriculum and Development Professional Learning</p>	<p>1. The Office of Language Acquisition will support schools with the implementation of the adopted English Language Development curriculum through the following actions and services:</p> <ul style="list-style-type: none"> <li>a. Plan and provide professional development to teachers focused on the implementation of designated ELD curriculum: Benchmark Designated ELD in grades TK-5 and Amplify ELD and English 3D in grades 6-8 and differentiation and scaffolding of content area GVC curriculum for grades TK-12.</li> <li>b. Develop supporting documents that illustrate the connections between designated ELD curriculum to ELD Standards aligned Critical Concepts and Proficiency Scales: National Geographic EDGE and English 3D curriculum for English Language Development (ELD) and ELD with Academic Language Development in grades 9-12</li> <li>c. Develop supporting documentation to illustrate differentiated levels of language support within all content area curriculum and Critical Concept Proficiency Scales.</li> </ul> <p>The implementation of this guaranteed and viable curriculum will support language learning for multilingual students, newcomer, immigrant, dual identified and GATE identified students to develop proficiency in English as rapidly and effectively as possible, for students to reclassify, and to overcome language barriers that impede equal participation in their instructional program.</p> <p>2. The Office of Language Acquisition 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</p>	\$1,140,693.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>address the needs of Long Term English Learners. The professional development will support educators to:</p> <ul style="list-style-type: none"> <li>a. Implement evidence- based practices as referenced in various Multilingual and English learner State policy, frameworks and guidance documents.</li> <li>b. Understand the cultural and linguistic contexts in which students learn and live and seek to understand the relationship between language, culture, and identity that promotes positive relationships and improves educational outcomes.</li> <li>d. Design professional learning targeted to meet the unique needs of newcomer, immigrant, and refugee students who may be new to the country, new to the school system, and or underschooled (Clark, Crawford, Hoover, Mann, and Lincoln and collaborate with the Say San Diego Crawford Community Connection Team).</li> </ul> <p>3. The Office of Language Acquisition will provide professional development (both district and site level) specific to Multilingual and English learners to effectively implement English Learner programs. The professional development will be designed for classroom educators, classified employees, site administrators and other district leaders to implement the best practices for multilingual learners:</p> <ul style="list-style-type: none"> <li>a. Practice # 1 - Asset-Based: Recognize, value, and respond to the diverse assets and needs of our English learner students;</li> <li>b. Practice # 2 - Daily Designated ELD: Develop academic language proficiency in English while simultaneously mastering grade level academic content in order to be active contributors;</li> <li>c. Practice # 3 - Integrated ELD: Integrate language development in all content areas to provide for equal participation and access to grade level curriculum;</li> <li>d. Practice # 4 - Individualizing for the Whole Child: Monitor EL language and academic progress frequently to provide feedback and to refine instructional approaches using formative data.</li> </ul> <p>The implementation of this coherent system of professional learning for multilingual students and English learners will develop proficiency in English language as rapidly and effectively as possible, for students</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>to reclassify, to overcome language barriers that impede equal participation in their instructional program.</p> <p>Dual Language and Dual Immersion Educators</p> <p>4. The Office of Language Acquisition will support dual language leaders and educators by providing professional development to include:</p> <p>a. Support with the implementation of the Spanish Language Development (SLD) Standards and World Language Standards.</p> <p>b. Support program development that includes structure, mission, Vision, Program Goals and Language Allocation and Strategic Separation of the Languages to match the school program.</p> <p>c. Implementation of effective instructional practices include active engagement in language production, literacy in both languages, affirming cultural diversity with efforts to equalize the status of minority languages.</p> <p>The implementation of this coherent system of professional learning will support the acquisition of a second language and ensure students are making progress toward the State Seal of Biliteracy.</p>		
2.2.e.	GVC: ELA Curriculum	<p>1. Instructional Innovation will provide engaging core literacy curriculum to ensure all students have access to grade-level materials that:</p> <p>a. Center student identity &amp; cultural wealth in literacy to support the Ethnic Studies initiative.</p> <p>b. Support literacy development through expanding implementation of Benchmark Advance in grades TK-5 and Amplify ELA in grades 6-8.</p> <p>c. Support literacy development through the creation and refinement of curriculum for 9th ELA Identity &amp; Relationships, 10th ELA, and 11th American Literature.</p>	\$3,612,342.00	No



Action #	Title	Description	Total Funds	Contributing
		<p>d. Expand course offerings for students through the development of an African American Literature course (11th) that fulfills the Ethnic Studies graduation requirement.</p> <p>The implementation of this curriculum will support student literacy development, student voice, and positive identity while also cultivating an inclusive classroom culture that will result in increased achievement for all students.</p> <p>2. Instructional Innovation will provide support to school sites through professional development that prepares all students to develop the skills they need to be critical readers, writers and thinkers and prepares them to be successful in college, career and civic life. The professional learning will:</p> <p>a. Provide ongoing learning opportunities throughout the year to support the implementation of Benchmark Advance (TK-5), Amplify ELA (6-8), SDUSD-created guaranteed and viable curriculum (9-11).</p> <p>b. Establish Literacy Fellows in grades TK-12 to inform district initiatives, provide course specific feedback/support, and expand Guaranteed and Viable Curriculum (GVC) in TK-12 courses, as well as develop equitable assessment practices and serve model literacy classrooms.</p> <p>c. Establish Literacy Grade Level and Course Leads to support professional learning.</p> <p>d. Establish Cluster Literacy Leads, 1-2 individuals from each grade level band (Tk-5, Middle, High) representatives from each cluster to support professional learning focused on shifting teacher practice and vertical alignment. Cluster Leads will help develop a coherent professional learning plan and build individual leadership capacity.</p> <p>e. Expand number of Micro-Credentials to support literacy development TK-12</p> <p>The implementation of this professional learning will support teacher growth and development and they work to support students' literacy skills, student voice, and positive identity while also cultivating an inclusive classroom culture that will result in increased achievement for all student groups.</p>		

Action #	Title	Description	Total Funds	Contributing
2.2.f.	GVC: History-Social Science and Professional Learning	<p>1. Instructional Innovation will support schools through the development of high quality History Social Science courses aligned with the state history framework and infused with Ethnic Studies, that support student academic achievements and positive developmental outcomes. Instructional Innovation will:</p> <ul style="list-style-type: none"> <li>a. Develop a plan to support Ethnic Studies content implementation in grades PK-5 integrated with the ELA Benchmark curriculum.</li> <li>b. Develop an Economics course that meets the Ethnic Studies graduation requirement.</li> <li>c. Support 8th Grade US History curriculum development</li> <li>d. Expand student knowledge of, and participation in, civics by promoting and increasing access to the California Seal of Civic Engagement.</li> <li>e. Engage with equity-rooted community programs and partners to provide students with the opportunity to engage with and address real world local issues.</li> <li>f. Develop a collaborative partnership with local tribal communities to support curriculum/professional learning design and development.</li> <li>g. Develop Youth Participatory Action Research (YPAR) projects that are aligned with the characteristics of the Learner Profile in all newly developed courses</li> <li>h. Co-develop, create, and design curriculum with the local Indigenous community to support the Ethnic Studies initiative.</li> <li>i. Expand personal finance into History-Social Science courses (TK-12)</li> <li>j. Develop an American Government course that meets the Ethnic Studies graduation requirement.</li> <li>k. Support 6th Ancient Civilizations &amp; 7th Grade World History Curriculum Development through the Ethnic Studies Collaboratives</li> </ul> <p>This course development will provide students with additional courses and course content that is aligned to state standards and frameworks and supports mastery of standards and positive developmental</p>	\$1,057,624.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>outcomes that will prepare students for college, career, civic life, and global engagement.</p> <p>2. Instructional Innovation will provide ongoing curriculum based professional learning throughout the school year via Teacher Collectives, which allow classroom teachers to work in partnership with Resource Teachers to create curriculum that meets the needs of students and communities. The professional learning will:</p> <ul style="list-style-type: none"> <li>a. Provide on-going Ethnic Studies focused learning opportunities for educators.</li> <li>b. Establish HSS Fellows in grades TK-12 to inform district initiatives, provide course specific feedback/support, and expand Guaranteed and Viable Curriculum (GVC) in TK-12 courses, as well as develop equitable assessment practices and serve model History Social Science classrooms. Central office staff will work with SDUSD History-Social Science Fellows to design and deliver professional learning.</li> <li>c. Establish History Social Science Course Leads to support professional learning.</li> <li>d. Establish Cluster HSS Leads, 1-2 individuals from each grade level band (Tk-5, Middle, High) representatives from each cluster to support professional learning focused on shifting teacher practice and vertical alignment, provide feedback and input on the development of a coherent professional learning plan, provide ongoing educator feedback that informs GVC revision, and build individual leadership capacity.</li> <li>e. Expand number of Micro-Credentials to support historical thinking and implementation of ethnic studies pedagogy TK-12</li> <li>f. Provide professional learning to support teachers in utilizing the new History-Social Science Critical Concepts and Priority Scales.</li> <li>g. Provide Ethnic Studies focused ongoing professional learning opportunities for PK-5 educators.</li> <li>h. Provide cluster based professional learning opportunities for horizontal and vertical alignment of History-Social Science instruction across our system.</li> <li>i. Provide professional learning to support the development and implementation of Youth Participatory Action Research projects aligned with the characteristics of the Learner Profile.</li> </ul>		

Action #	Title	Description	Total Funds	Contributing
		<p>j. Provide professional learning to support the implementation of ethnic studies TK-5 across multiple core subjects (Math, Social Studies, ELA)</p> <p>k. Provide ongoing professional learning to support development and implementation of ethnic studies with central office staff across various departments</p> <p>This coherent system of professional learning will support teachers as they develop student-centered classrooms that value student voice and cultivate an inclusive classroom culture that will result in increased student engagement and mastery of standards necessary for college, career, civic life, and global engagement.</p>		
<b>2.2.g</b>	GVC: Ethnic Studies and Professional Learning	<p>1. Instructional Innovation will continue to develop the Ethnic Studies Initiative in the following ways:</p> <p>a. Increase access to resources and materials that reflect the student racial, ethnic, gender, intersectional identities of the classroom space to support teacher planning and design, curriculum development, and students learning.</p> <p>b. Develop challenging and engaging learning experiences in Ethnic Studies</p> <p>c. Develop model units to support cohesive, quality learning experiences for students in the Introduction to Ethnic Studies Course.</p> <p>d. Develop partnerships with University programs that outreach to first-generation students of color that promote ethnic studies and higher education.</p> <p>e. Engage with equity-rooted community programs and partners to promote partnership and learning opportunities that transform students and communities.</p> <p>f. Engage with student identity affinity groups and student leadership groups</p> <p>g. Develop a unifying plan that engages the equity-rooted district initiatives to co-create a framework that operationalizes the Black Student Call to Action.</p>	\$324,390.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>h. Support research and evaluation of ethnic studies implementation, identify metrics, initiate, support, and communicate formal and informal, short and long-term qualitative and quantitative research, in partnership with university community members to assess the fidelity and efficacy of implementing Ethnic Studies in four major areas: 1) teaching and pedagogy; 2) implementation; 3) administrative leadership; 4) curriculum to determine the academic and social effects of participation in ethnic studies courses and programs.</p> <p>Through these efforts we will advance our goal of Ethnic Studies for All which will improve student grades, attendance, and engagement with the school for all students.</p> <p>2. Instructional Innovation will support schools with the implementation of ethnic studies through the development of high-quality instructional materials and teacher professional learning that are grounded in the cultural, political, and historical tradition of Ethnic Studies. The professional learning will:</p> <p>a. Support the integration of ethnic studies across a variety of grades and subjects, with a focus on Math, Science, English, History-Social Sciences PK-12.</p> <p>b. Support clusters and equity teams with curriculum development, pedagogy implementation, and critical awareness learning opportunities.</p> <p>c. Provide support teachers in developing reflective teaching practices and embedding the principles of Ethnic Studies in their courses, through course design that encourages ongoing teacher reflection about their intersectional identities, biases, and teaching pedagogy.</p> <p>d. Expand on the Ethnic Studies microcredential program from two (2) microcredentials to five (5) to enhance content knowledge and pedagogy in ethnic studies.</p> <p>e. Provide district leadership training to explore the Foundations of Ethnic Studies.</p> <p>This coherent system of professional learning for ethnic studies will support teacher growth and development as they work to implement</p>		

Action #	Title	Description	Total Funds	Contributing
		ethnic studies courses that will lead to higher graduation rates, increased attendance, and engagement with school for all students.		
<b>2.2.h</b>	GVC: SPED Mod/Severe	<p>The Office of Special Education will collaborate with Instructional Innovation to enhance the GVC materials to support students who receive special education services. The teams will collaborate to:</p> <ul style="list-style-type: none"> <li>a. Include supports and extensions in all GVC to meet the needs of diverse learners, including students with disabilities. .</li> <li>b. Increase alignment and inclusion of all students, modify the general education GVC to provide a GVC for all mod/severe classrooms.</li> </ul> <p>This will provide a standards-based GVC for all students in the moderate-severe program.</p>	\$4,698,780.00	No
<b>2.2.i</b>	GVC: Instructional Technology Integration	<p>The Instructional Technology department will support district and site educators with the purposeful integration of technology into GVC. This support will:</p> <ul style="list-style-type: none"> <li>a. Provide sites with GVC support focused on using digital tools for student-centered projects and monitoring progress towards meeting standards.</li> <li>b. Offer a technology strand at the GVC Institute where teachers attend sessions and learning from GVC, then expand their experience through deep dives into the functionality and implementation of the technology tools utilized in the curriculum.</li> <li>c. Provide opportunities for an additional 50 teachers to join a technology focused cohort at the GVC Institute.</li> </ul> <p>This instructional technology integration will provide opportunities for students to develop their digital literacy skills and maximize their</p>	\$9,744,344.00	No

Action #	Title	Description	Total Funds	Contributing
		learning by leveraging technology tools to demonstrate mastery aligned with the characteristics of the Learner Profile.		
2.2.j	Computer Science Integration	<p>The Instructional Technology Department will support educators in implementing the interdisciplinary K-12 Computer Science Standards to ensure that each and every student learns computer science core concepts in relevant contexts. The Instructional Technology Department will maintain a commitment to embed computer and data science practices starting with STEAM and TK-12 SD Enhanced Math courses, then extend to all content areas. Support to educators will include:</p> <ul style="list-style-type: none"> <li>a. Professional learning through workshops or on-line tools designed to help site leaders and teachers to understand the Core Concepts of the Computer Science standards.</li> <li>b. Collaboration and guidance to align the school's 1:1 vision and Digital Citizenship program to the concept of "Impacts of Computing" as outlined in the Computer Science standards.</li> <li>c. Collaboration and planning with STEAM and TK-12 SD Enhanced math resource teachers for Computer Science Integration.</li> <li>d. Continued development and implementation of Computer Science modules embedded in Unified Science Elementary STEAM curriculum (TK-3)</li> <li>e. Support new and existing coding clubs at elementary school sites.</li> <li>f. Begin planning with all GVC teams for integration ideas and support.</li> <li>g. Co-facilitate professional learning with STEAM and TK-12 SD Enhanced math resource teachers for Computer Science Integration.</li> <li>h. Continue development and implementation of Computer Science modules embedded in Unified Science Elementary STEAM curriculum (TK-4)</li> <li>i. Incorporation of Computer Science Modules in middle school ELD/ALD courses</li> <li>j. Facilitate integration of Computer Science standards in GVC.</li> <li>k. Co-facilitate professional learning with Central Office resource teachers for Computer Science Integration in all content areas.</li> </ul>	\$679,590.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>l. Continue development and implementation of Computer Science modules embedded in Unified Science Elementary STEAM curriculum (TK-5) District wide implementation.</p> <p>m. Incorporation of Computer Science Modules in middle school ELD/ALD courses</p> <p>n. Computer Science module integration grades 6-8 San Diego Enhanced Math</p> <p>This cohesive system of supports to integrate computer science standards into GVC will provide students with opportunities to demonstrate mastery of knowledge and skills necessary for success in college, career and civic life.</p>		
<b>2.2.k</b>	GVC-Open Educational Resources	<p>Instructional Innovation in collaboration with Integrated Technology will support the move towards becoming an Open Educational Resource district to provide students with access to high quality instructional materials. Open Educational Resources is defined by the Department of Education’s Office of Educational Technology as, a district that commits “to transition to using high-quality, openly licensed educational resources in their schools.” (source) To make this transition, Leadership and Learning will:</p> <p>a. Identify key partners locally and throughout California, including San Diego County Office of Education, to support the development of a multi-year plan, informed by research and the experience of our partner districts, to submit to the Board of Education for approval.</p>	\$7,654.00	No
<b>2.3.a</b>	Standards-Based Reporting	<p>1. Leadership and Learning will support sites and educators, through synchronous and asynchronous professional learning opportunities, to plan for and implement assessment systems, including the use of</p>	\$560,390.00	No



Action #	Title	Description	Total Funds	Contributing
		<p>appropriate technologies, that help monitor students' progress towards grade level standards using a body of evidence made up of multiple and varied assessment measures.</p> <p>2. Leadership and Learning will provide a cohort-based professional learning model with the support of Marzano Research to provide foundational learning for educators and administrators around Critical Concepts, Proficiency Scales, and Standards-Aligned Assessments.</p> <p>3. Instructional Innovation and Instructional Technology will create quality models that show how educators can partner with students and families to assess student learning by using multiple formative and summative measures, including student self-assessment, as well as models that value more recent evidence of learning.</p> <p>4. Instructional Innovation and Instructional Technology will provide professional learning to educators through the GVC Summer Institute and on-going professional learning throughout the school year to support the implementation of these models. Provide funding for any Instructional Innovation or Instructional Technology Resource Teachers pro-rata for planning and facilitating beyond their current 10 month contract.</p> <p>5. Instructional Innovation will centrally develop and refine fair, valid and reliable instructionally embedded assessments aligned to Critical Concepts and Proficiency Scales that help track student growth, provide meaningful feedback opportunities for students, involve students in the assessment process through portfolios, peer review and self-assessment opportunities.</p> <p>6. Instructional Technology will engage classroom teachers in learning appropriate digital tools for monitoring progress toward meeting standards, such as features within their Learning Management Systems, as well as external tools such as Pear Deck,</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Formative and Flipgrid, for assessing students' progress towards meeting standards.</p> <p>Implementing a standards-aligned assessment system that values: 1.) multiple, varied assessment measures that are fair, valid, and reliable and 2.) more recent evidence of progress toward mastery, promotes clear, consistent, coherent, and equitable assessment opportunities for students and families.</p> <p>7. Instructional Innovation will reinforce the alignment of Guaranteed and Viable Curriculum (GVC), including SDUSD GVC, Benchmark, Amplify, STEAM, Enhanced Math, with Critical Concepts and Proficiency Scales. The Instructional Innovation Team will:</p> <p>a. Refine Year-At-A-Glance and other supporting GVC documents to clearly show where instructionally embedded, standards-aligned assessments are offered and can be used as part of a body of evidence to monitor student progress towards standard.</p> <p>b. Provide professional learning to educators to support use of standards-aligned assessments within GVC.</p> <p>More clearly articulating and modeling the use of standards-aligned assessments within GVC will support the implementation of a Standards-Based Reporting system that creates clarity, coherence, consistency and equity in assessment practices.</p>		
<b>2.3.b</b>	Standards-Based Reporting - Refine Critical Concepts	Leadership and Learning, in partnership with PK-12 educators, will continuously improve and refine Critical Concepts and Proficiency Scales each year, such that Critical Concepts and Proficiency scales 1.) can be implemented as intended and 2.) clearly reflect and support the determined learning outcomes for students in each course and grade level.	\$356,216.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>a. Refine Critical Concepts and Proficiency Scales for all content areas with feedback from, and the support of, PK-12 educators.</p> <p>b. Gather electronic and other forms of feedback from teachers using proficiency scales to support the Central Office in making informed revisions.</p> <p>c. Include in revisions to Critical Concepts supports and extensions to meet the needs of all students (i.e. EL, SPED, GATE) and alignment to Ethnic Studies principles and Learner Profile characteristics.</p> <p>d. Provide on-going, differentiated professional learning for educators to ground Critical Concepts and Proficiency Scales in practice to support clear understanding for educators of: 1.) where critical concepts live in the curriculum (mapping); 2.) what equitable assessments aligned to rubrics look like; 3.) how to make connections between formative and summative assessments; 4.) how to meaningfully track growth (using a body of evidence and tracking trends towards proficiency); 5.) how to use proficiency scales to provide meaningful feedback to students</p> <p>e. Onboard newly hired site leaders, teachers, and district educators who support students through the professional learning during the GVC Institute and throughout the year, as well as with web-based resources and tools.</p> <p>Continuously refining Critical Concepts and Proficiency Scales based on feedback from educators who are actively implementing Standards-Based Reporting, and providing on-going professional learning, will help sustain best practices and maintain focus on increasing clarity, coherence, consistency and equity in grading practices.</p>		
<b>2.3.c</b>	Standards-Based Reporting - Electronic Scoring / Reporting System	Integrated Technology will partner with Instructional Innovation and Instructional Technology to continuously improve electronic storing and access to prioritized standards, proficiency scales, and classroom assessments, as well as electronic scoring and reporting of grades.	\$2,839,405.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>a. House tools and supports for Standards Based Grading, such as updated Critical Concepts, Proficiency Scales, and related supports in a platform that is easy for educators to access and navigate.</p> <p>b. Provide simple structures educators can use during the 2021-2022 school year to begin providing standards-aligned feedback and tracking trends in the progression towards grade level standards.</p> <p>c. Add Critical Concepts to the PowerSchool Pro Gradebook for the 2022-2023 school year for all current standards aligned core content area courses (English Language Arts, Math, History Social Science, Science, and English Language Development) as indicated by the course catalog.</p> <p>d. Beginning in the 2022-2023 school year, provide professional development for educators and site administrators on the use of the Standards Based Grading version of the PowerSchool Pro Gradebook to support consistency and accuracy of grade reporting.</p> <p>Improving educator access to Standards Based Grading tools and making improvements to the reporting system will help educators more clearly and accurately track student’s progression of learning and communicate progress to families.</p>		
<b>2.3.d</b>	Standards-Based Reporting - Public Outreach	<p>Instructional Innovation will create a public facing website to support parents, families, and community members in understanding the rationale for the shift to, and practices within, a Standards Based Reporting system.</p> <p>a. Create a website for parents and community members to learn about Standards Based Reporting in SDUSD including Critical Concepts and Proficiency Scales.</p> <p>b. Continuously maintain and improve this public resource to address Frequently Asked Questions (FAQs), update public on any improvements and/or new tools.</p>	\$308,836.00	No

Action #	Title	Description	Total Funds	Contributing
		Providing a clear rationale and explanation of Standards-Based system will allow parents and the community to partner with educators to improve clarity, coherence, consistency, and equity in grading practices.		

## Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

Goal #	Description
3	Accelerating Student Learning With High Expectations for All

An explanation of why the LEA has developed this goal.

The District's unwavering commitment to students who have been underserved by the system and who have been most affected by this worldwide pandemic. In this goal the District has identified targeted support for all students who need acceleration especially students receiving special education services, Multilingual Learners, Children and Youth in Transition, and Black youth. The District will provide research based supports within and beyond the school day to accelerate students in their their learning including:

- Targeted academic support to accelerate literacy development for our TK/4-2nd grade students
- Reading instruction by trained reading specialist in select focus schools
- Level Up SD summer programming
- Extended day courses and instruction throughout the year

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Climate Survey - Caring Relationships	Grade 5: 45.0 Grade 7: 28.0 Grade 9: 23.0 Grade 11: 29.0				Grade 5: 60 Grade 7: 43 Grade 9: 48 Grade 11: 44
School Climate Survey- High Expectations	Grade 5: 49.0 Grade 7: 42.0 Grade 9: 32.0 Grade 11: 35.0				Grade 5: 54 Grade 7: 57 Grade 9: 47 Grade 11: 50

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Climate Survey - Meaningful Participation	Grade 5: 15.0 Grade 7: 11.0 Grade 9: 9.0 Grade 11: 11.0				Grade 5: 30 Grade 7: 26 Grade 9: 24 Grade 11: 26

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	ELA Professional Learning - Literacy Acceleration Plan	<p>Leadership and Learning will support literacy development of TK/4-2nd grades students through the implementation of the Literacy Acceleration Plan.</p> <p>a. All Elementary Educators and leaders will participate in high-quality job embedded professional learning with Okapi Consulting and the Literacy Team to accelerate literacy development and mitigate learning loss for students in TK/4-2nd grade.</p> <p>b. Educators will participate in high-quality job embedded professional learning with Okapi Consulting and through demonstration cycles, PLC collaboration, progress monitoring, and targeted reading intervention for Tier II and focus students.</p> <p>c. Educators will analyze and interpret student learning through regular and consistent data analysis cycles to monitor student progress, provide feedback and refine planning to meet student’s needs.</p> <p>d. Focus Schools (based on ELA data) will receive additional resources including a full time reading support teacher, full set of classroom materials to accelerate reading growth and development. The focus schools will also receive ongoing support from an instructional coordinator to develop teacher capacity.</p> <p>e. Monthly Parents as Partners sessions will focus on supporting families with strategies and tools to nurture literacy development at home.</p>	\$6,357,826.00	No

Action #	Title	Description	Total Funds	Contributing
<b>3.2.a</b>	Expanded Learning Opportunities	<p>1. Leadership and Learning will design expanded learning opportunities that accelerate learning, enhance connections to the school community, and reignite passion for learning through the following programs and services:</p> <ul style="list-style-type: none"> <li>a. Expanded summer program encompassing both academics and enrichment</li> <li>b. Learning acceleration extended day classes</li> <li>c. Tutoring programs</li> <li>d. Summer bridging programs for transition years (Kinder, 6th, and 9th)</li> <li>e. Seminars and workshops</li> </ul> <p>2. Program success will be measured using the following criteria</p> <ul style="list-style-type: none"> <li>a. Increase in connection in California Healthy Kids Survey (CHKS)</li> <li>b. Level of mastery at end of acceleration program</li> <li>c. Increase in engagement levels in CHKS, level of mastery at end of seminar</li> <li>d. Summative ELPAC scores, reading fluency rates/site reading scores, formative data, Imagine Learning progress, and or grades</li> </ul>	\$2,657,401.00	Yes
<b>3.2.b</b>	Expanded Learning Opportunities: Level Up SD	<p>Level Up San Diego, a Summer of Learning and Joy</p> <p>The COVID-19 pandemic highlighted and exacerbated existing inequalities for students. Given the disruption to in person instruction and closure of youth-serving community centers and services, there is an increased need for summertime learning environments to accelerate learning and address the social-emotional needs of youth, especially for those student groups most impacted by COVID-19. Level Up SD, a Summer of Learning and Joy is a new approach to providing academic and social emotional support during the summer months that features:</p>	\$56,222,228.00	Yes



Action #	Title	Description	Total Funds	Contributing
		<p>a. Classroom instruction in the mornings with San Diego Unified Educators and afternoon activities or enrichment offered through VAPA, CTE, local university partners, and numerous nonprofits.</p> <p>b. Summer enrichment experiences may include: academic tutoring, exposure to career pathways and internships, outdoor nature experiences, sports and fitness, STEAM activities, performing and musical arts, visual and media arts, and reading and writing. Programs will run from June through August.</p> <p>Year 1: Replace traditional summer school with a summer experience that engages</p> <p>Year 2-3: Sustain and grow Level Up SD program to encompass more learning opportunities for students</p> <p>Program success will be measured through pre-, post-assessments, as well as demonstrated mastery of standards and/or earning of credits. Student, parent, and staff surveys will be utilize to gauge success of enrichment programs.</p>		
<b>3.2.c</b>	Expanded Learning Opportunities - Learning Acceleration Extended Day classes and Tutoring	<p>Extended Day Classes and Tutoring</p> <p>1. Sites will establish extended day classes to accelerate learning in the following areas for students who are not demonstrating mastery of standards:</p> <p>a. TK-2 - foundational literacy and numeracy skills</p> <p>b. 3-5 - increasing literacy and numeracy skills through the use of STEM, project-based learning experiences</p> <p>c. 6-12 - increasing core content area skills in ELA, math, science, and history/social science through project-based learning and credit recovery coursework focused on critical concepts and priority standards</p>	\$19,649,593.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>d. Extended day classes for acceleration can be embedded into the school day or occur after the school day to best meet the needs of students and families.</p> <p>e. Program success will be measured through pre-, post-assessments, as well as demonstrated mastery of standards and/or earning of credits.</p> <p>2. Multilingual learners tutoring services will be provided at school sites to accelerate progress toward English proficiency and grade level literacy as evidenced by Summative ELPAC scores, reading fluency rates/site reading scores, Imagine Learning data, and or grades:</p> <p>a. 10 weeks of small group tutoring for one hour, three days a week for Multilingual Learners</p> <p>b. 10 weeks of small group tutoring for one hour, three days a week for Long-Term Multilingual Learners</p> <p>c. Two days at home support student logging into Imagine Learning (20 minute sessions)</p> <p>d. Program success will be measured by improvement in summative ELPAC scores, reading fluency rates/site reading scores, formative data, Imagine Learning progress, and or grades.</p>		
3.3	Additional Support	The District will continue to provide additional support for high priority schools.	\$23,242,329.00	Yes
3.4	Early Learning Programs	<p>The district will lead the implementation for Universal Transitional Kindergarten for early learners, resulting in positive student outcomes by:</p> <p>a. Ensuring equity and access to high quality programs for all four-year-old children at neighborhood schools.</p> <p>b. Promoting kindergarten-readiness through the alignment of curriculum and sharing of robust data.</p> <p>c. Maximizing expertise through professional development focused on early literacy, the developmental continuum, and early-developmental learning needs.</p>	\$12,294,148.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>d. Providing opportunities for families to explore learning through interactive events with their child.</p> <p>e. Cultivating leadership through professional learning pathways for educators and leaders.</p>		
<b>3.5</b>	Supplemental School Allocations for Multiple Levels of Support - English Learners, Foster Youth, Low Income	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 Plan for Student Achievement (SPSA). School Site Councils (SSC) will work with school instructional team members in consultation with site advisory groups, including parents and community members, in SPSA development.	\$28,748,292.00	Yes

## Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

Goal #	Description
4	Quality Leadership, Teaching and Learning

An explanation of why the LEA has developed this goal.

The current data indicates a need to improve the learning experiences across student groups (multilingual learners, students receiving special education services, foster and black youth). Changing student experiences will require relentless equity driven leaders who know and understand the students and communities they serve. In order to develop equity driven leaders we will:

1. Leadership Development Pipeline LEAD San Diego: Design a structured system with authentic learning opportunities to identify and develop school and district leaders who are prepared to be advocates for change centered around equity, diversity and inclusion; leaders who are strategic thinkers, builders of individuals and teams, creators of learning culture, and effective communicators to ensure equitable outcomes for students. The LEAD San Diego Pipeline includes aspiring leaders, new leaders and the development of executive leaders with a focus on recruitment and retention.
2. School Leader Growth and Development: Develop the instructional leadership capacity and capability to improve the quality of teaching and learning to impact students' learning outcomes. In order to make adjustments along the way to see how it is going, reflect and find the leadership work improved student outcomes, leaders are engaging in the practices (progress monitoring and site professional learning) and the time leaders are in classrooms, providing professional learning.
3. Supporting the Growth and Development of Educators - E3: Develop a system of growth and development where adult learning is student-centered and aligned to professional standards in service of student learning and continuous improvement. By designing a comprehensive growth and development system in partnership with the Educator, Effectiveness and Empowerment Committee (E3) where teachers, school and district leaders utilize qualitative and quantitative data to set targeted professional goals to strengthen the impact of their practice on student learning through engaging in cycles of continuous improvement.
4. Increasing Diversity and Affirming Staff Identity: Increase student connectedness by nurturing, recruiting and selecting diverse staff, educators and leaders. Create anti-bias, anti-racist, inclusive and culturally responsive and sustaining workplaces in order to retain diverse staff, educators and leaders.
5. Building Leadership Content Expertise: Develop instructional capacity of leaders in order to provide research-based instruction through the use of data, inclusive of both qualitative and quantitative measures, professional development for educators, school structures, and district leaders will focus on student learning to assess and track progress which allows for changes in the next iteration in the cycle of continuous improvement.

Opportunities to learn from a more diverse population of educators as we develop the TEACH San Diego pipeline program to increase the diversity of educators in our system to reflect the diversity of the student population.

Effective teaching in every classroom that ensure the opportunity to deeply engage in meaningful, student-centered learning across all content areas, inclusive of ethnic studies, and to develop essential skills, such as critical thinking, creativity, career-awareness, critical consciousness, and foundational literacies (i.e. the four modes of communication: reading, writing, speaking and listening; as well as, scientific, historical, mathematical, digital, financial, cultural, visual/art, information, physical, health and civic literacy).

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers are appropriately assigned and fully credentialed	Assigned: 99.9% (subject to change via new CalSAAS data) Credentialed: 100% (subject to change via new CalSAAS data)				Assigned: 100% Credentialed: 100%
Implementation of state board adopted academic content and performance standards in ELA, ELD, Math, Science, H/SS, CTE, Health, PE, VAPA, World Lang  [Teachers provide instruction aligned to the California state standards, including EL access to ELD and state standards, as measured by annual	English Language Arts: 4.4 English Language Development: 3.9 Mathematics: 4.4 Science: 3.6 History/Social Science: 3.9 Career Technical Education: 3.8 Health: 3.6 Physical Education: 4.2 Visual and Performing Arts: 3.8 World Languages: 4.2				English Language Arts: 4.8 English Language Development: 4.3 Mathematics: 4.8 Science: 4.0 History/Social Science: 4.3 Career Technical Education: 4.1 Health: 4.0 Physical Education: 4.6 Visual and Performing Arts: 4.1 World Languages: 4.6

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
principal affidavit. (Average scores where Exploration and Research Phase = 1; Beginning Development = 2; Initial Implementation = 3; Full Implementation = 4; and Full Implementation and Sustainability = 5)]					

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	TEACH- LEAD San Diego: Pipelines for Educator and Leadership Development	<p>Education and Leadership Pipeline</p> <p>1. Develop the TEACH-LEAD San Diego pipeline programs in order to increase the diversity of educators and leaders to reflect the diversity of the student population. This program will provide multiple entry points to enter into the teaching profession with a continuum of support for aspiring and new educators and leaders, as well as opportunities for existing employees to expand into new roles.</p> <p>2. Each pathway will be fully developed to include: recruitment and identification of potential candidates, application and interview support, field experiences and internships including job embedded training and professional development, guaranteed interview upon successful completion when there is a vacancy, onboarding, induction, mentoring and coaching after hire.</p> <p>Recruitment , Preparation and Selection</p>	\$3,492,617.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>3. The District will continue to utilize recruitment strategies focused on colleges and universities with diverse teacher education candidates and whose programs develop educators that understand how to create, inclusive, anti-bias/ anti-racism and culturally responsive and sustaining classrooms and workplaces. Engage teacher education programs to identify and remove barriers for the acceptance of and to strengthen the support for diverse teacher education candidates in order to increase the number who graduate and earn their credentials.</p> <p>4. The District will provide an interactive platform to engage and support candidates in the TEAH- LEAD San Diego pipeline to provide support and monitor the path to employment. The District will continue to monitor potential barriers to the initial and continued employment of diverse candidates.</p> <p>5. The District will continue to offer early employment contracts to high-quality, diverse candidates in hard-to-staff areas (Math, Science, and Special Education) and will provide an orientation and connection process while the candidates are waiting to be assigned. The District will continue to engage in partnerships with other large urban districts to promote the field of education and work toward local and national solutions to the teacher shortage with a focus on eliminating systemic barriers that prevent people of color from entering the profession.</p> <p>6. Hiring panels will receive anti-bias training to ensure selected candidates are culturally, ethnically, and socioeconomically diverse group who can relate to the life experiences of their students.</p> <p>New Educator Development</p> <p>7. Nurture the development of effective educators through the use of cohorts and comprehensive mentoring for newly appointed educators. TEACH San Diego candidates are provided induction, mentoring, coaching, leadership development and professional learning designed to accelerate the ability of the educator to effect change and improve student outcomes. Educators developed in this program become mentors and coaches for aspiring and new educators.</p>		



Action #	Title	Description	Total Funds	Contributing
		<p>8. Educators participating in these professional learning opportunities are poised to be developed within the LEAD San Diego pipeline program.</p> <p>New Leader Development</p> <p>9. Newly appointed leaders will be assigned to cohorts and receive the following: induction, comprehensive mentoring, coaching, leadership development focused on continuous improvement of student outcomes and fostering anti-bias, anti-racism, inclusive and culturally responsive and sustaining schools and classrooms.</p> <p>10. The National Institute School Leadership (NISL) Executive Development Program will be provided for selected LEAD San Diego Participants.</p> <p>11. Leaders developed in this program will have the opportunity to become facilitators, mentors and coaches for aspiring and new leaders.</p> <p>Retention Through Connection, Support and Growth and Development</p> <p>12. Human Resources will monitor retention efforts and job satisfaction. Share staff diversity data with schools and departments. Nurture employee efficacy by ensuring they take part in establishing their own goals.</p> <p>13. Human Resources will develop and implement career ladders for site leaders and central offices leaders using the NISL Executive Leader Development Program. Career ladder programs will include micro credentialing opportunities centered around building anti-bias, anti-racism, inclusive and culturally responsive and sustaining classrooms and workplaces and the establishment of a high reliability schools based on the Marzano Research Framework.</p>		

Action #	Title	Description	Total Funds	Contributing
4.2	School Leader Professional Growth and Development	<p>1. Area Superintendents and members of the Leadership and Learning Team will launch targeted professional development by way of quarterly principal institutes in which leaders will continue to strengthen their capacity to leverage data to improve student outcomes and experiences.</p> <p>2. Area Superintendents will support the development of the principals' leadership voice and coach principals to create a sense of urgency for change that is clearly grounded in research strategies in relationship to the work of improving outcomes and experiences for students.</p> <p>3. Site leaders will participate in leadership labs, where they will have an opportunity to meet in level-alike groups to share best practices and collaborate on implementing both adaptive and technical aspects of site initiatives. Area Superintendents will identify and leverage site leaders who have a proven track record for improving student outcomes to plan and help facilitate leadership labs.</p> <p>4. Area Superintendents will support site leaders based on a multi-tiered coaching model. Tiers of support will be based on student outcomes and the coaching needs of the site leader and will determine the frequency of instructional visits and other coaching opportunities. Coaching will focus on cycles of continuous improvement and include instructional visits, observations of principal led professional development opportunities/meetings, coaching sessions, and check-ins by phone. Area Superintendents and leaders will observe classroom practice together to see evidence of research-based instructional practices and ensure impact on teaching and learning. Area Superintendents will assess and evaluate leaders' growth and development based on SDUSD leadership practices and demonstrated implementation of district initiatives and practices taught during principal institutes and leadership labs.</p> <p>5. In partnership with all district stakeholders, a system of growth and development will be constructed utilizing evidence based, research strategies for organizational and professional impact.</p>	\$1,331,485.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>4.3</b>	Educator, Effectiveness and Empowerment (E3) - Teacher Growth and Development	<p>1. The E3 Teacher Implementation Committee in collaboration with Area Superintendents will provide high-quality job embedded professional learning to school leaders in order to strengthen and refine their knowledge, skills and abilities to observe, gather evidence, conduct reflective conversations and provide feedback to educators. Ultimately these efforts will improve instruction and student learning.</p> <p>2. The district in partnership with the E3 Teacher Implementation Committee will utilize a researched based, web based professional learning platform to facilitate evidence based growth and development cycles and coaching conversations among leaders and educators focused on strengthening instruction practice.</p> <p>3. The E3 Teacher Implementation Committee will guide educators to utilize self-reflection and self-assessment based on the California Standards of the Teaching Profession's rubrics to identify specific areas of growth.</p> <p>4. Through ongoing professional development, the E3 Teacher Implementation Committee and Area Superintendents will cultivate learning partnerships with peers and administrators to work collaboratively to meet professional goals in service of student achievement.</p> <p>5. Educators and school leaders will analyze and interpret student data on a regular basis, to reflect on practice, establishing the link between student learning outcomes and instructional strategies.</p>	\$2,137,839.00	No
<b>4.4.</b>	Increasing Diversity and Affirming Staff	<p>1. The District will provide anti-bias, anti-racism training designed to develop and refine the capacity of school teams as they build inclusive and culturally responsive and sustaining classrooms and workplaces.</p>	\$1,023,345.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Identity: Anti-Bias, Anti-Racism Training	<p>All staf, educators and leaders will be able to recognize where racism and bias exist and how they can work with their school community or department to interrupt and confront behaviors and systems that create unsafe classrooms and work environments for students and staff.</p> <p>2. Leaders will be supported in the development of Site Equity Teams to distribute leadership in the work of developing and maintaining anti-bias, anti-racism, inclusive and culturally responsive and sustaining classrooms and workplaces. These teams will develop the skills, knowledge and expertise to lead anti-bias, anti-racism, inclusive and culturally responsive and sustaining restorative school communities that incorporate critical self awareness practices, ethnic studies (content and practice), restorative justice practices as well as a commitment to interrupt acts of racism and bias.</p> <p>3. Site Equity Teams will lead the review of data and dialogue in support of the development of safe, inclusive and culturally affirming workplaces for employees so that staff, educators and leaders of color are retained.</p> <p>4. Human Resources will develop and support Affinity Groups/Employee Resource Groups which will meet and provide safe space for leaders to connect, communicate, and collaborate around shared lived experiences and goals. Professional Learning Networks will be created and available for all employees: Anti-Bias, Anti-Racism, Restorative Justice (i.e. critical self awareness, having conversations about race implicit/explicit bias, restorative justice, ethnic studies, youth advocacy, etc.)</p>		
<b>4.5.a</b>	Building Leadership Content Expertise: San Diego Enhanced Mathematics (SDEM)	<p>1. The SDEM Leadership team will provide and support professional learning in service of multi-dimensional and culturally responsive math instruction that prepares and empowers all students for the mathematics they will need to be successful in college and careers. This learning will be embedded in principal institutes and/or leadership labs.</p>	\$780,572.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>2. SDEM Leadership team, in collaboration with TeachingLab and Dr. Julia Aguirre, ConnectEd, EnvisionLearning, and Callahan Consulting will provide high-quality job embedded professional learning for TK-12 educators, and site and district leaders through cycles of inquiry and student voice centered PLC structures.</p> <p>3. Expansion of the TK-12 administration of the District Essential Mathematics Indicator (DEMI) Assessment will engage educators, site, and district leaders in understanding and analyzing longitudinal, multidimensional student achievement data, including a focus on students' mathematical reasoning and communication.</p> <p>4. Executive leaders, site and district leaders, and educator leaders will engage in Instructional Rounds facilitated by SDEM Leadership team and external partners to strengthen observation practices in student-centered math classrooms to conduct reflective conversations that leverage student voice towards evidence-based planning.</p>		
<b>4.5.b</b>	Building Leadership Content Expertise: Literacy Acceleration Plan	<p>1. In collaboration between the district and Okapi Services, professional development in early literacy strategies will strengthen the instructional practice of site educators to improve early literacy outcomes for students in TK/4-2nd grade.</p> <p>2. Educators will build leadership capacity by participating in job embedded professional learning through demonstration cycles, PLC collaboration, progress monitoring, and targeted reading intervention for Tier II focus students.</p> <p>3. Site leaders will participate in high-quality job embedded professional learning with Okapi Consulting to strengthen the ability to observe, gather evidence, conduct reflective conversations and provide feedback in order to improve instruction and student learning.</p>	\$7,352,709.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>4. Site leaders and educators will analyze and interpret student learning through regular and consistent data analysis cycles within professional learning communities to monitor student progress, provide feedback and refine planning to meet student needs.</p>		
<p><b>4.6.a</b></p>	<p>Effective Teaching in Every Classroom &amp; Monitoring Learning - IMTSS</p>	<p>Integrated Multi-Tiered System of Support (IMTSS)</p> <p>1. Leadership and Learning will implement a process to support school leaders in identifying the needs of students, providing effective supports/interventions and developing Multi-Tiered Systems of support to meet their academic, social-emotional and behavioral needs.</p> <p>2. Principals will receive ongoing resources via operation meetings on MTSS structures/strategies that are responsive and effectively meet students' needs. IMTSS strategies will include:</p> <ul style="list-style-type: none"> <li>a. Data Evaluation</li> <li>b. Solution-seeking process</li> <li>c. Interventions to match students' needs</li> <li>d. Alignment of school initiatives, supports and resources</li> <li>e. Communication &amp; collaboration</li> </ul> <p>The implementation of MTSS structures will result in students receiving the appropriate interventions when and how these are needed. Interventions for students will include social/emotional supports, counseling services, mental health interventions, services to improve students' physical wellbeing and/or academic interventions as needed.</p>	<p>\$9,437,621.00</p>	<p>No</p>

Action #	Title	Description	Total Funds	Contributing
<b>4.6.b</b>	Effective Teaching in Every Classroom & Monitoring Learning - Mitigating Learning Loss through Acceleration	<p>Leadership and Learning will partner with sites to ensure students receive consistent access to instruction, learning tasks, and assessments aligned to level three (3) on the proficiency scale, also known as grade level standard, and that gaps in student learning are identified through multiple measures and addressed through instruction appropriate to the grade level.</p> <p>a. Instructional Innovation will provide professional learning with a focus on instruction at the level three on the proficiency scale and targeted small group instruction for students, as needed, to support students progression towards a three.</p> <p>b. Instructional Innovation will support educators by providing Guaranteed and Viable Curriculum that includes authentic and engaging tasks and assessments and supports and facilitates sound instructional moves aligned to grade-level standards and with the ability to customize for the learners in the classroom. Associated professional learning will support educators in implementing GVC effectively, encouraging a strengths-based approach, and discouraging assigning any child purely remedial instruction, where they are separated from grade-level learning and focus only on lower-level materials.</p> <p>Professional learning will support educators in providing instruction that supports students in reaching grade-level standards, including multiple measures to determine where students need additional support that helps accelerate students to grade level in a way that values and honors the strengths, skills, experiences with which students enter their next phase of learning.</p>	\$4,878,714.00	No
<b>4.6.c</b>	Effective Teaching in Every Classroom & Monitoring Learning - QLIs & QTPs	Academics Through Agency will support educators in increasing their effective implementation of Quality Learning Interactions (QLIs) and Quality Teaching Practices (QTPs), which are designed to leverage structures and strategies that ensure educational spaces are physically and emotionally safe and support essential research-based	\$1,550,840.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>practices that support academic results, learning outcomes, and effective instruction, respectively. Academics Through Agency will:</p> <ul style="list-style-type: none"> <li>a. Build upon their web-based resources, such as their Teacher Toolkits, Expert Guides, and Video Library, to support educators in effectively implementing QLIs and QTPs.</li> <li>b. Expand micro-credentials offerings to include credentials for all QLIs and QTPs by the Spring of 2023.</li> <li>c. Further develop social/emotional instructional resources and professional learning around the “POWERS”, research based social emotional skills, that educators can seamlessly incorporate into their instructional day.</li> <li>d. Work with the Data and Assessment Team to support teachers, schools, and district leaders to utilize qualitative and quantitative data to strengthen classroom instructional practice, particularly tied to equitable learning outcomes and student agency, by tracking progress and adjusting implementation in a cycle of continuous improvement.</li> <li>e. Work with Instructional Innovation to more firmly situate QLIs and QTPs within GVC to support educators in implementation.</li> </ul> <p>Embedding QLIs and QTPs more firmly in instructional practice will support an asset/strength based approach with each child by supporting teachers in building warm, demanding, and reciprocal alliances with students and cultivate effective and culturally responsive and sustaining teaching practices in every classroom.</p>		
<b>4.6.d</b>	Effective Teaching in Every Classroom & Monitoring Learning-Ethnic Studies Pedagogy	<p>Instructional Innovation will support teachers in strengthening their identity as ethnic studies educators and their understanding of ethnic studies pedagogy, including ethnic studies knowledge, skills, and theory.</p> <ul style="list-style-type: none"> <li>a. Ethnic Studies, Restorative Justice, and the Youth Advocacy team will develop a framework for Transformative Justice that builds educator understanding and ability to weave ethnic studies, restorative practices, social emotional learning, culturally relevant instruction.</li> </ul>	\$1,069,834.00	No



Action #	Title	Description	Total Funds	Contributing
		<p>b. The Ethnic Studies team will develop curriculum, for both stand-alone courses, as well as core content area courses (ELA, HSS, Science, and Math) infused with ethnic studies.</p> <p>c. The Ethnic Studies team will build teachers capacity to design and develop (K-8) Ethnic Studies curriculum through site-based professional learning, teacher collectives, and micro-credentials.</p> <p>Research shows developing Ethnic Studies pedagogy improves student engagement and academic skill development, such as critical thinking, helping students to see and situate themselves within the learning and the learning environment in ways that value and honor each learner in the space.</p>		
<b>4.6.e</b>	Effective Teaching in Every Classroom & Monitoring Learning - Culturally Responsive Practices	<p>Leadership &amp; Learning will support leadership and staff development to further implement culturally responsive practice inclusive of all learners in the community.</p> <p>a. Ethnic Studies, Restorative Justice Practices, and Youth Advocacy will support capacity building with site-based Equity Teams, that will implement Culturally Responsive Practices and ABAR practices through professional learning, evaluating the effectiveness of the the vision and focus of Equity Team development based on student, staff, and community data.</p>	\$1,113,060.00	Yes
<b>4.6.f</b>	Effective Teaching in Every Classroom & Monitoring Learning - Instructional Support for English Learners	<p>1. The Office of Language Acquisition (OLA) will collaborate with school site leaders and school counselors to ensure that, as part of the standard instructional program, support for English Learners includes designated and integrated ELD instruction.</p> <p>a. Provide procedural guidelines and criteria for placement of Multilingual learners in Tier 1 instruction and interventions.</p>	\$8,530,390.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>b. Provide online resources, professional development, job-embedded support, and consultation</p> <p>c. Monitor student academic progress and provide additional and appropriate educational services to Multilingual learners in grades TK-12, taking action for students to overcome language barriers that impede equal participation by students in instructional programs.</p> <p>d. Monitor the progress of reclassified students for four years to ensure correct placement and provide additional academic support as needed.</p> <p>e. Examine areas of academic underperformance, benchmarks assessments, and options for interventions and academic support, to ensure Multilingual learners, including LTELs and students at risk of becoming LTELs, make progress.</p> <p>f. Utilize the MTSS (Multi-Tier Systems of Support) to ensure students have access to interventions in the most inclusive learning environments and interventions are monitored and recorded.</p> <p>Additional Supports for Designated School Sites:</p> <p>2. OLA will assign an English Language Instructional Resource Teacher (ELIRT) to work with designated school sites to provide year-long support for Multilingual and English learners. The ELIRT will do some or all of the following:</p> <p>a. Partner with site leaders and Equity Teams to co-plan, co-facilitate professional development, and conduct classroom observations with a focus on implementation of differentiation, scaffolds, and EL strategies to ensure access and meaningful participation.</p> <p>b. Work alongside educators to support PLCs, lesson study, small group support, analyzing and interpreting ELPAC data and formative data to influence instructional next steps and support reclassification.</p> <p>c. Support classroom educators through co-planning, side-by-side teaching, small group planning and support, student goal setting, implementation of SDUSD best practices, and analysis of CA ELD Standards.</p> <p>d. Partner with Data and Assessment team to help sites collect and analyze data with equity teams for PLCs/ILT/Grade level/Department meetings to improve student engagement, demonstration and</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>implementation of EI strategies, differentiation methods to access content, and/or strategies that promote academic discourse.</p> <p>e. Support sites conduct classroom observations to document evidence of student participation, interactions, and evidence of integrated ELD strategies.</p> <p>f. Shadowing a multilingual learner to track engagement in key language and literacy practices such as listening, speaking, reading and writing.</p> <p>g. Provide additional family outreach and support training for families or caregivers of Multilingual and English learners.</p> <p>Support for sites, as well as special support for designated sites, will advance the goal for all students to meet state content standards for their grade level and achievement goals as all students within a reasonable amount of time.</p>		
4.6.g	Effective Teaching in Every Classroom & Monitoring Learning: Additional Supports for Students Receiving Special Education Services	<p>The Office of Special Education will work with sites to provide additional support for students with disabilities. The Office of Special Education will:</p> <p>a. Deliver classroom teachers with paraprofessionals, acting in a role that supports implementation of instruction.</p> <p>b. Ensure paraprofessionals are supported with lesson and behavioral plans for their interactions with students.</p> <p>c. Work with sites to ensure students receive core instruction by the general education teacher and receive special education services as value-added service to the core. Students with significant needs are assigned to general education classrooms and provided with strategic services to benefit and value their core instruction. Staff work collaboratively to monitor growth of each student and change instruction based on data.</p> <p>d. Ensure students with the greatest needs will be taught by teachers who have expertise in their content.</p> <p>e. Provide support for teachers to use Universal Design for Learning (UDL) principles to plan and implement instruction for all students and</p>	\$22,227,778.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>adapt learning environments and lessons to meet the needs of students.</p> <p>f. Monitor students progress continuously.</p> <p>g. Support educators in using a variety of strategies to support students exhibiting challenging behavior to stay in the classroom and engaged in the learning.</p> <p>Supports for teachers and paraprofessional to design and deliver instruction using the UDL principles combined with organizing structures the ensure the most qualified staff are with the students with the greatest needs will advance the goal of preparing students receiving special education services for college, career, and civic life.</p>		
4.6.h	Effective Teaching in Every Classroom & Monitoring Learning - Personalized learning through the District Wide 1:1 Initiative	<p>The Instructional Technology team will support educators in implementing personalized learning through the district wide 1:1 initiative, including opportunities for sites to build capacity around Universal Design for Learning, digital citizenship, blended learning, and digital tools for monitoring progress toward meeting standards.</p> <p>a. Support school sites, including site leaders, teacher leaders, and families, in developing and implementing their 1:1 Vision through learning opportunities, resources, and onsite coaching.</p> <p>b. Conduct four (4) coaching cycles throughout the year, each cycle reaching four (4) schools and requiring one (1) release day for teachers with a maximum of five teachers per school, 20 teachers per cycle, for a total of 80 release days for full implementation.</p> <p>c. Develop a training of trainers model for expanding learning opportunities for educators and students, including an Academy of 200 Learners in year one, at least one teacher from each site, to learn with and from each other. Each year, the Academy meets four times, requiring 800 educator release days. Expand the Academy to an additional teacher per site (200 additional) in 2022-2023 and again in 2023-2024.</p>	\$301,798.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>d. Develop an application-based “Fellows” program in 2022-2023 of 50 participants to expand their learning and broaden their reach to other educators at their school site. Each year Fellows meet four times a year for full day training, requiring 200 educator release days. Extend to an additional 50 participants in the 2023-2024 school year.</p> <p>e. Implement an application-based Masters cohort from the Year 2 Fellows (20 participants) for the 2023-2024 school year. The Masters cohort engages in learning and leads Academies within their own cluster Each year. Masters meet eight times a year for full days, requiring 160 release days.</p> <p>f. Develop Micro Credentials for educators to support, Digital Citizenship, Blended learning, Universal Design for Learning, and Digital tools for monitoring progress toward meeting standards</p> <p>Supporting educators and sites develop and implement their vision for the District Wide 1:1 initiative will equip students, educators and families with the necessary tools to succeed in an ever-changing world by providing them with personalized learning opportunities that foster 21st century skills.</p>		
4.6.i	Effective Teaching in Every Classroom & Monitoring Learning--Formative Assessments	<p>Instructional Innovation, Instructional Technology, Assessment Services and Research and Reporting will support educators in using a system of formative assessments in order to provide feedback to guide students toward mastery, monitor student understanding, and plan for effective next steps in instruction. Support will include</p> <p>a. Training and support to sites in administering tri-annual district wide assessments in English Language Arts and biannual district wide assessments for mathematics to all students grades TK-11.</p> <p>b. Training and support on data management systems to help teachers and site leaders access and use data.</p> <p>c. Develop and administer curriculum-based assessments aligned to critical concepts and proficiency scales for math, English, science</p> <p>d. Develop curriculum-based measures for history social-science, physical education and Visual and Performing Arts</p>	\$759,104.00	No

Action #	Title	Description	Total Funds	Contributing
		This system of formative assessments will provide educators with actionable data to inform instruction, provide feedback to students, provide additional supports, and direct resources to support student mastery of standards and demonstration of characteristics on the Learner Profile.		
4.7	Effective Teaching in Every Classroom & Monitoring Learning: Highly Qualified Educators (Rate of Misassignment)	<p>1. Fully credentialed teachers are assigned to serve students based on the credentials held by the educator (CALSAAS).</p> <p>2. The rate of teacher misassignment will be a 1% or lower on an annual basis; any assignments will be corrected within the statutory deadlines.</p>	\$501,570.00	No
4.8	Effective Support Staff- Growth and Development	Support staff are assigned and fully qualified to work in the roles they are assigned. Staff are empowered to excel in their roles through a structured system of authentic professional learning designed to enhance the knowledge skills and abilities of staff.	\$3,771,940.00	No
4.9	Effective Support Staff- Professional Learning/ Training	In alignment with the professional learning provided to school based employees, staff who report to central office departments will be provided with training and support to develop their technical competencies, including use of data, and efficient organizational processes, necessary to support school and program improvement with focus on understanding how anti-racism, anti-bias, inclusive and culturally responsive and sustaining classrooms and workplaces are built.	\$35,326.00	No

Action #	Title	Description	Total Funds	Contributing

## Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

Goal #	Description
5	Family and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families and Communities

An explanation of why the LEA has developed this goal.

The District's vision is for families, community members, and schools as valued and trusted partners who share in the commitment and responsibility of enriching student learning and optimizing student success.

The District will provide the conditions within the system that build collaborative partnerships to build and enhance the capacity of families and staff in the "4 C" areas of the Dual Capacity-Building Framework for Family-School Partnerships: Capabilities (skills and knowledge), Connections (networks), Cognition (beliefs, values), and Confidence (self-efficacy). Elements of the 4C areas will be referenced and highlighted through our actions and services.

The District is committed to meaningfully collaborate with our families to strengthen purposeful interaction, communication, and meaningful participation among the district, schools, and families. The goal is to design family engagement opportunities in which parents, family members, and other caregivers play an active role in a student's education. This can be accomplished by listening closely to what families need and engagement opportunities with families, with students, and with schools, with the central goal of improving student success.

It is a collective responsibility to recognize, acknowledge, and tend to relationships of trust between home and school. It is only by nurturing these relationships that collaboration with one another to support student learning. It is through student centered alliances that capacities, knowledge, and actions to transform outcomes for students will be developed.

The following are the areas of focus:

1. Building Connections & Relationships to Engage Families -The district, schools, and families collectively share the responsibility to develop, fortify, and sustain healthy working and trusting relationships for student achievement.
2. Shared Leadership & Capabilities to Empower Families - Develop a capacity building plan to train district staff and family leaders on the Dual Capacity Framework for Family-School Partnerships. Design and develop effective outreach, networking, and school site support strategies.
3. Linked to Student Learning, Cognition, & Confidence to Leverage Parent Partnership for Student Achievement - District, sites, and families collaborate and commit to improving student learning through district/site initiatives and engagement opportunities that connect to student learning and development.



# Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Attendance Rate	(Source: Hoonuit as of June 1, 2021) All Students: 94.76% African American: 92.42% Asian: 97.98% Filipino: 98.07% Hispanic: 92.31% Multi: 96.38% Native American: 93.54% Pacific Islander: 93.31% White: 97.71% English Learner: 91.87% Students with Disabilities: 91.78% Meal Eligible: 93.10%				All Students: 95.51% African American: 93.17% Asian: 98.28% Filipino: 98.37% Hispanic: 93.06% Multi: 97.13% Native American: 94.29% Pacific Islander: 94.06% White: 98.01% English Learner: 92.62% Students with Disabilities: 92.53% Meal Eligible: 93.85%
Chronic Absenteeism Rate	(from 2019 CA Dashboard) All Students: 12.4% African American: 16.4% American Indian or Alaska Native: 21.3% Asian: 5.5% Filipino: 5.9% Hispanic: 16.8% Native Hawaiian or Pacific Islander: 22.8%				All Students: 8.7% African American: 11.5% American Indian or Alaska Native: 14.9% Asian: 3.9% Filipino: 4.1% Hispanic: 11.8% Native Hawaiian or Pacific Islander: 16.0% White: 5.4%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	White: 7.7% Two or More Races: 10.4% English Learners: 15.6% Foster Youth: 30.4% Homeless: 28.5% Students with Disabilities: 16.7% Socioeconomically Disadvantaged: 19.4%				Two or More Races: 7.3% English Learners: 10.9% Foster Youth: 21.3% Homeless: 20.0% Students with Disabilities: 11.7% Socioeconomically Disadvantaged: 13.6%
School Enrollment Patterns – Neighborhood Participation Rates by Cluster	Clairemont 53.8 Crawford 46.4 Henry 77.8 Hoover 63.3 Kearny 57.3 La Jolla 93.0 Lincoln 49.3 Madison 50.7 Mira Mesa 84.0 Mission Bay 80.8 Morse 65.8 Point Loma 80.0 San Diego 55.7 Scripps Ranch 94.4 Serra 86.5 University City 84.4				Clairemont 61.7 Crawford 56.5 Henry 80.0 Hoover 68.3 Kearny 64.1 La Jolla 93.0 Lincoln 58.5 Madison 59.5 Mira Mesa 84.0 Mission Bay 81.0 Morse 70.1 Point Loma 80.0 San Diego 63.0 Scripps Ranch 94.0 Serra 87.0 University City 84.0
School Enrollment Patterns – Cluster Articulation Rates	Clairemont 80.1 Crawford 62.6 Henry 88.4 Hoover 74.1 Kearny 70.7				Clairemont 86.1 Crawford 73.8 Henry 91.9 Hoover 81.9 Kearny 79.5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	La Jolla 97.6 Lincoln 50.5 Madison 76.8 Mira Mesa 86.2 Mission Bay 88.8 Morse 66.9 Point Loma 95.4 San Diego 63.0 Scripps Ranch 97.2 Serra 93.7 University City 92.7				La Jolla 98.3 Lincoln 65.4 Madison 83.8 Mira Mesa 90.3 Mission Bay 92.2 Morse 76.8 Point Loma 96.8 San Diego 74.1 Scripps Ranch 98.0 Serra 95.6 University City 94.9
Parent Survey (CSPS) - Meaningful Engagement (return rate)	29.9%				45%

## Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Strengthen Connections & Relationships to Engage Families	<p>1. The district Family Engagement Team will design professional learning experiences for staff, educators, and families around the Dual Capacity-Building Framework for Family-School Partnerships to enhance family connection and partnership to improve attendance and student achievement.</p> <p>2. The Family Engagement Team will conduct Family Empathy Listening Tours during the school year with each cluster to understand and record what is working, what needs to change, and topics for future family workshops/trainings. These sessions will include Chronic Absenteeism data, discussions about the importance of attendance, and resources provided to improve student attendance. The Family Engagement team will collect family/parent attendance numbers, neighborhood participation rates, and surveys as evidence of family input.</p>	\$1,081,953.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>3. The district and the Family Engagement Team will continue to ensure that every school has a welcoming school environment, strengthen community relationships, and have inclusive family activities such as: Training for school office staff as well as, Principal-Parent Coffee, Coffee with a Cop, Content/Curriculum Night, School-Parent Events to promote opportunities for appreciation, collaboration, and input.</p> <p>4. Regular Local Control Accountability Plan (LCAP) updates will be provided throughout the year to provide progress updates and solicit continued feedback from stakeholders.</p>		
5.2	Shared Leadership & Elevate Family & Community Voice	<p>1. The district will support sites with the implementation of the Dual Capacity-Building Framework for Family-School Partnerships by incorporating it into the SPSA process (4 Versions of Family-School Partnership as part of SPSA Family Engagement Tab).</p> <p>2. The Family Engagement Team will provide cluster training for families and caregivers on the Dual Capacity-Building Framework for Families and School Partnerships in order to build understanding, alignment, and expectation of processes and organizational conditions needed for trusting relationships to thrive. Family attendance data and surveys will be collected as evidence of family engagement and input.</p> <p>3. The Family Engagement Team in collaboration with Office of Language Acquisition and Strategic Planning for Student Achievement Team will create an Integrated Stakeholder Team made up of parent/caregiver representatives from site and community partners: School Site Councils (SSCs), English Learner Advisory Committee (ELAC), Hoover Cluster Wellness Council, Project Ujima, Say San Diego, Karen Organization, Parent Teacher Association (PTA) as well as Advisory Chairs. The purpose of this committee is to collectively develop suggested steps for site leaders to collect family input on the SPSA, share in LCAP input and feedback, and to collaborate on future</p>	\$1,405,355.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>parent leadership training topics. This group will meet monthly and also assist in designing, reviewing, and completing needs assessments and rubrics to evaluate programs and student progress.</p> <p>4. The Office of Language Acquisition and Strategic Planning for Student Achievement Team will collaborate to create training for site leaders on completing the SPSA process. The training session shall include information on the cycle of continuous improvement, engaging stakeholders in the process, using a needs assessment, and documenting stakeholder input. The intention of this training is to create alignment and cohesion in the way we expect families and caregivers to meaningfully participate in decisions about instructional programs and budget (ELAC, SSC, and SGT). Sites provide evidence of:</p> <ul style="list-style-type: none"> <li>a. Parent/family involvement in SPSA (Site Plan for Student Achievement,</li> <li>b. Elections, agendas, presentations, and meeting notes to archive parent involvement in SSC and ELAC.</li> <li>c. Parent/Family involvement and the development of Needs Assessments for SPSA and submit evidence ELAC needs assessment to the Office of Language Acquisition.</li> <li>d. Collaborate with San Diego County Office of Education (SDCOE) to design the needs assessment process.</li> </ul>		
<b>5.3</b>	Engage Families as Partners to Accelerate Student Learning	<p>1. The district will ensure that families understand and know how to help students with curriculum related activities. Leadership and Learning will collaborate with district departments to collaboratively develop, design, and train families, caregivers, and community partners on district initiatives in order to impact student learning. These workshops will be delivered to selected sites and at the cluster level. District Initiatives include:</p> <ul style="list-style-type: none"> <li>a. TK/4- Grade 2 Literacy Reading</li> <li>b. Writing in mathematics</li> <li>c. Reclassification for Multilingual learners/English learners</li> <li>d. Grading Policies</li> <li>e. Equity through ABAR (Anti-Bias and Anti-Racism)</li> </ul>	\$1,171,816.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>2. Various departments will provide family and community workshops on topics requested by families, caregivers, community, and the Integrated Stakeholder Team. Workshops shall include topics aligned to district initiatives such as:</p> <ul style="list-style-type: none"> <li>a. High Impact Home Strategies (Early Literacy and Mathematics)</li> <li>b. Understanding Reclassification and English Language Proficiency Assessments for California (ELPAC)</li> <li>c. Report cards and grade level standards</li> <li>d. Social Emotional Learning and Restorative Justice Practices</li> <li>e. A-G Requirements and On Track to Graduation</li> <li>f. Technology/Parent Portal/PowerSchool (District LMS)</li> <li>g. Wellness and Selfcare</li> </ul> <p>3. The Family Engagement Team will collaborate with Leadership and Learning to replicate district training specific to languages spoken by parent/family groups in order to maximize access, participation and engagement.</p> <p>4. The Office of Language Acquisition and The Family Engagement Team will collaborate with Leadership and Learning and other departments to develop and design workshops for the families of Multilingual learners. These sessions will inform staff, educators, and families on the implications of the Home Language Survey (HLS), the pathway to Reclassification, and the pathway to the Seal of Biliteracy.</p>		

## Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

Goal #	Description
6	Well-Orchestrated Districtwide Support Services and Communications

An explanation of why the LEA has developed this goal.

All parts of the organization work together to support student success through quality schools in every neighborhood with an emphasis on the maintenance of a robust family connection and communication system. The District will continue to provide the infrastructure for basic services to ensure an effective and comprehensive system of support and communication for staff, parents and the community including:

Districtwide Communication for Students, Staff, and Families: Districtwide communication systems, will continue to be provided to ensure communication with staff, students, and families. These systems keep families well informed and encourage active participation in their student's learning. Training will be provided to schools to ensure methods and strategies are effectively reaching the intended audiences within the district and extended to external stakeholders.

Creating Learning Environments Worthy of Our Students by ensuring students have access to:

- a. Learning Materials and Resources: Ensuring students have access to standards-aligned instructional materials and resources including technology, applications and the network necessary for 21st century learning.
- b. Well- Maintained Facilities: Ensuring school facilities, vehicles and equipment are maintained in good repair. Schools serve as centers of the community to build connections in support of improved outcomes for students.
- c. Nutrition Services: Maintaining our commitment to providing healthy school meals and snacks in order to support student academic success and promote healthful eating habits that lead to lifelong, positive, nutrition practices.
- d. Student Transportation: Maintaining our commitment to providing safe and efficient transportation services which provide students access to their school and ensure students have access to programs across the District.

## Measuring and Reporting Results



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities Inspection Tool (FIT)	100%				100%
School Safety Plan	100%				100%

## Actions

Action #	Title	Description	Total Funds	Contributing
6.1.a	Communication	<p>1. Districtwide communication systems will continue to be provided to ensure communication with staff, students and families. These systems keep families well informed and encourage active participation in their student’s learning.</p> <p>2. Training will be provided to schools to ensure communication methods and strategies are effectively reaching the intended audiences within the district in order to provide prompt responses to families and extended to external stakeholders.</p> <p>3. The district will continue to improve and refine district and school websites to be more user friendly and transparent, better organized, clear communication channels and mobile/tablet friendly for all stakeholders including parents, community and staff.</p> <p>4. The district will continue to expand the use of digital communications including webpages, electronic newsletters, social media, streaming and on-demand videos, PowerSchool parent portal, and SchoolMessenger. The district will also seek to increase text message capabilities via SchoolMessenger and other communication tools to keep parents well-informed about school activities, student progress and attendance as well as encourage active participation in their child’s education.</p> <p>5. The district will develop a process to regularly solicit feedback from our stakeholders to continuously improve our services to students, staff, and families.</p>	\$1,211,198.00	No

Action #	Title	Description	Total Funds	Contributing
		6. Zoom will continue to be available as a communication platform for advisory groups, staff and families to conduct meetings in a virtual space.		
<b>6.1.b</b>	Communication - Enrollment Options	<p>1. The District's communication supported by will ensure families have access to and understand the enrollment processes for their children in all programs, infant to age 22. The District will provide families with customized support to inform and assist families to enroll in their neighborhood school or school of choice.</p> <p>2. Schools will provide families with information on their school programs and provide opportunities for new families to learn more (e.g. tours, videos, etc).</p> <p>3. The District will expand its use of online systems to provide parents of early learners, including those with disabilities, a user friendly and streamlined process to apply for its Early Learning Programs, including 4TK and half day subsidized programs.</p>	\$1,556,845.00	Yes
<b>6.1.c</b>	Communication - Multiple Engagement Opportunities	The District will continue to provide the community with timely financial information, including presentation materials to increase the understanding of school financing through regular Board of Education reports along with updates to the district advisory committees.	\$651,541.00	No
<b>6.1.d</b>	Communication- Translation Services	The District will continue to provide translation services to more effectively serve a wider range of students and families.	\$2,305,987.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>6.2.a</b>	Creating Learning Environments Worthy of Our Students: Learning Materials and Resources	<p>1. The District will ensure it maintains sufficient instructional materials and resources including learning and curriculum applications aligned to grade level content standards. The District will maintain the number of student learning devices required to allow all children to access their learning through technology.</p> <p>a. The District will continue to add or maintain instructional applications that school sites may access or subscribe to for their students. The applications and content are made available in our district's centralized student portal (called Clever) and leverage functionality that allows adding applications or content in one place making accessing technology easier for students, staff and families.</p> <p>b. A Family Technical Support Line was created during online learning and continues to support families experiencing technology issues while learning remotely. This support option will continue into the 2021-22 school year.</p> <p>2. To provide flexible learning environments, new communication systems and upgraded classroom technologies are being installed for educators to provide instruction to students regardless of their location.</p> <p>a. An example includes Zoom which is an online video based communication application that was implemented during online learning and is used by educators and students for meetings, tutorials, office hours, and more.</p> <p>b. Updated classroom equipment including teacher devices, interactive flat panel displays, sound systems, and portable web cameras are part of the 5 year technology refresh strategy funded by Measure YY bond funds.</p> <p>3. The district will continue to provide schools and supporting departments with general supplies and operating expenses.</p>	\$11,092,877.00	No
<b>6.2.b</b>	Creating Learning Environments Worthy	1. All schools will continue to be well maintained with landscaping, grounds, attractive curb appeal, and in good repair. Schools will be	\$14,436,905.00	No

Action #	Title	Description	Total Funds	Contributing
	of Our Students: Well- Maintained Schools and Facilities	<p>inspected annually using the State’s Facility Inspection Tool (FIT). Identified deficiencies will be remedied immediately to render a FIT score of “good” or “exemplary”. A “good” rating is defined as “The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.” An “exemplary” rating is defined as “The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.”</p> <p>2. Schools will continue to operate in a sustainable and environmentally responsible manner. The district will continue to be a leader in energy conservation as 13 solar arrays are completed in 2021 and the construction of 12 additional arrays is started. Additional opportunities (and related grant funding) are pursued to seek innovative energy conservation and waste reduction methods.</p> <p>3. The District will continue to provide drinking water that is of the highest quality, with all drinking water outlets providing filtered water. Lead and other contaminants will be filtered to a high degree. Additionally, 170 water bottle filling stations will be installed per year for the next three years at schools across the district. The filling stations will be placed at multiple locations on every campus to provide access to the drinking water in an environmentally friendly way - reducing reliance on single use water bottles.</p> <p>4. The District will ensure indoor air quality in all classrooms exceeds standards and provides a healthy learning environment for our students. Building on what we have learned in responding to the COVID pandemic the District will focus on HVAC system maintenance, and monitoring classroom air quality conditions. Carbon dioxide levels, mold and mildew, and other items which may have a negative effect on a student’s ability to learn in the classrooms will be monitored and remedied as appropriate.</p>		

Action #	Title	Description	Total Funds	Contributing
		5. Students and staff will have access to the District's network as educators and students utilize technology as part of their daily learning.		
<b>6.3.a</b>	Creating Learning Environments Worthy of Our Students: Nutrition	<p>1. The District will continue to serve high-quality nutritious meals.</p> <p>2. For 21/22 the District will provide 21 meals (breakfast, lunch, and dinner) per week to each student regardless of their free and reduced eligibility as allowed by the USDA. Distribution sites (curbside locations) and other methods will be utilized to ensure meals are readily available for students that are attending school online.</p> <p>3. The district will continue offering nutrition education and school garden support throughout the district</p>	\$57,941,673.00	No
<b>6.3.b</b>	Creating Learning Environments Worthy of Our Students: Transportation	The District will provide safe transportation services to eligible riders as defined by law and in accordance with the District's integration programs.	\$28,045,410.00	Yes

## Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
13.15%	\$115,213,702

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

## Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Restorative Justice Practices (RJP) is geared toward the principal benefit of unduplicated students by cultivating a healthy and safe learning environment. Many unduplicated students have experienced trauma in their lives, sometimes making it difficult to build trusting healthy relationships. RJP cultivates community on campuses with a focus on building strong relationships between students and district employees. Students are held accountable for their actions while giving them a high level of support to create a campus culture of learning and safety for all school community members. By using restorative techniques, students and teachers can share positive and challenging personal stories about their school experience which, in turn, helps build empathy and stronger relationships. Based on stories shared, students and teachers can support each other and there is a natural desire to create conditions for everyone to feel connected. RJP helps all students, especially unduplicated students, through empowerment by giving them the skills to use proactive and responsive communication tools that nurture a positive school climate and address conflict by honoring the voice of all stakeholders in a way that is safe, respectful, equitable, and ensures accountability. RJP in conjunction with the Youth Advocacy and Ethnic Studies department will support capacity building with site based equity teams to support eliminating the disproportionality of suspensions and expulsions amongst students most at-risk. (Action/Service 1.1, 1.2, 2.2.g, 4.4, 4.6)

Children and Youth in Transition supports the continuity of education of students in transition including Foster Youth (FY), homeless students, military dependents, and refugees. The program's goal is to ensure that students receive a quality education during school transitions by providing access to resources like bus tokens, food, shelters and emergency housing, and other needed services. (Action/Service 1.1.d)

The Youth Advocacy Team provides a student-centered core focus that is principally directed toward meeting the needs of unduplicated students by ensuring that all schools are safe and inclusive environments for all students to thrive, with emphasis on vulnerable and at-risk

students, including LGBTQIA, students with disabilities, English Learners (EL), students of color and students who may be targets of bullying motivated by either an actual or perceived attribute. (Action/Service 1.1.e)

Nursing and Wellness is principally directed toward the benefit of unduplicated students by providing access to a variety of essential health and wellness services, creating an environment of wraparound care for students, especially high-risk and the neediest student populations. Given the pervasive effects of trauma on health, Nursing and Wellness embraces the school community in the practice of Trauma Informed Care, Mindfulness, Restorative Practices and the use of evidence based research to achieve safety, health and well-being. The Nursing and wellness department will ensure students have access to a medical home, immunizations, and health education. (Action/Service 1.4.a/b/c/d).

Counseling services support teaching and learning by ensuring all students are successfully progressing in their academics by implementation of comprehensive school counseling practices. These services develop life skills through the acquisition of academic, career, and personal/social competencies, which will prepare them for meaningful participation in a diverse, changing world. This is critically important and principally directed toward and effective in meeting the district's goals for unduplicated students by providing access to resources and services and ensuring continuous education without disruption. At the elementary level counselors focus on Analyzing data for students with report cards with scores of 1-2, student out of classroom referrals, chronic absenteeism and student grades and SEL development. This data allows schools to identify and contact targeted families to ensure students in these targeted groups are receiving appropriate services and resources (1.3a). At the secondary level, responsibilities of counselors include monitoring on-track to graduation. Counselors work with identified students to ensure students who are not meeting graduation requirements have a plan to graduate. Students identified will receive Songoing and 1:1 advisement, interventions and/or support as needed based on their academic progress. Additionally the counselors monitor Free Application and Federal Student Assistance (FAFSA) education efforts and completion rates in all High Schools to ensure our students who need financial support and assistance for postsecondary education are informed and assisted with the application process. These services create a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk. The work of counselors supports the varying needs of unduplicated students that may be wide ranging and beyond the educational realm. (Action/Service 1.1.c, 1.3.a, 1.4.a)

The Community Schools established by the District will be in high-need areas to provide whole child services and universal support to families. These centers will be available to the community based on local needs and with community organizations. The support will ensure families in high-need areas have the tools and support to contribute to their child's success. This support is principally directed for the neediest students because the community centers will be placed in high-need areas available to families who otherwise might not have access to these resources. (Action/Service 1.4.f)

College, Career and Technical Education (CCTE) provides high quality, college and career-themed programs that enrich and engage students with state-of-the-art, dynamic and challenging courses. These courses integrate core standards and industry competencies with real-world applications that prepare students for success. These programs serve as pathways to strengthen k-12 program alignment. The CCTE program is principally directed toward meeting the needs of unduplicated students as it offers accelerated and flexible learning modalities; as well as a variety of non-traditional educational platforms to keep the neediest students engaged and on a path to success



whether that path is post-secondary education, or career development. CTE provides the necessary skills, exposure, and opportunities for all students to move forward beyond post-secondary which is especially important for high-risk students (Action/Service 2.1.b, 2.1.d)

Program allocations support Advanced Placement (AP), International Baccalaureate (IB), Gifted and Talented Education (GATE) or Dual Language programs. Additional resources are allocated to support the programs and are for the principal benefit of unduplicated students by creating equitable access and opportunity to advanced education and global platforms. The district continues to bring equity to Advanced Placement (AP) and International Baccalaureate (IB) courses ensuring unduplicated students have access and support districtwide by creating advanced education and global platforms for disadvantaged students and improving graduation rates. By monitoring enrollment in advanced studies pathways and setting site-based goals for enrollment the District will improve the representations of all student groups in advanced study courses. Furthermore, monitoring student success in these courses will provide opportunities to provide additional support when needed to ensure students enroll and succeed in advanced studies pathways. (Action/Service 2.1.e).

The district is committed to providing students with opportunity, access and exposure to arts education. Additional resources for Visual and Performing Arts (VAPA) (i.e. staffing, instruments and uniforms) in education is principally directed toward unduplicated students who would otherwise not receive similar services outside of the classroom. VAPA promotes artistic literacy, innovation, creativity, and excellence by providing high quality, sequential, TK-12 arts experience for students. Arts education promotes self-directed learning, improves school attendance and sharpens critical and creative skills. (Action/Service 2.2.l)

Extended and alternative learning opportunities are principally directed toward and effective in meeting the district's goals for unduplicated students by providing access and options for credit recovery, graduation, summer school, varying pathways to learning and broader student access to curriculum and wraparound services. For example, unduplicated students tend to have a lower rate of attendance and Saturday School allows for more educational opportunity. Unduplicated students tend to have higher dropout rates. Extended and online learning principally benefit unduplicated students by providing access to different course offerings, alternative school options and opportunities for credit recovery, and flexibility. Creating access to education and options for learning and flexibility is critical for underprivileged students who have a greater need due to demands outside of the school setting. The Level-Up SD summer program will also provide academic and enrichment opportunities for students to accelerate learning over the summer period (Action/Service 3.2.a, 3.2.b, 3.2.c).

Additional funding is principally directed toward unduplicated students at SDUSD priority schools who have a high population of Low-Income (LI), and Children Youth in Transition (foster youth/experiencing homeless) by providing services to provide additional support to meet academic success. (Action/Service 3.3)

The Early Childhood Education program is principally directed toward and effective in meeting the district's goals for low income students by creating equitable and affordable access to preschool and early childhood development by ensuring students enter kindergarten prepared with the critical foundational skills, strategies, and experiences that promote success in school and beyond. (Action/Service 3.4)

Due to the extreme and varying demographic within the City of San Diego and the district, each school has unique needs based on student population. To supplement districtwide strategies, intervention funds are allocated to schools to assist in addressing specific needs in relation to and for the principal benefit of unduplicated students. The board has approved three categories for use: classroom support, interventions and professional development. (Action/Service 3.5)

Unduplicated students receiving special education services face a double barrier in education. Additional teachers provide smaller caseloads for the support of unduplicated students through focused intervention and support provided in the general education setting. (Action/Service 4.6.g)

The Family Engagement Team offers support to families, staff, and community partners in engaging in highly effective practices that bring everyone together in support of the “whole child.” Services are principally directed toward meeting the needs of unduplicated students by bridging the relationship between student, family, community, and school through eliminating any potential communication or engagement roadblocks. For instance, services may include meals, transportation, translation, interpretation, and/or child care services for school meetings or events. The Family Engagement Team also develops and provides training for families to build understanding and alignment of processes and organizational conditions. (Action/Service 5.1, 5.3, 6.3b). Translation services are principally geared toward the needs of unduplicated students. This targeted service is specifically to support English Learner (EL) students and families through communication and engagement. (Action/Service 6.1.d)

Neighborhood Schools and Enrollment Options (NSEO) is geared toward the principal benefit of unduplicated students by addressing equity and access for all students to schools across the district. The department supports the district’s integration goal in effort to create schools that are balanced and adequately represent the socio-economic demographic of the City at large. (Action/Service 6.1.b)

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

#### Foster Youth/Homeless (Children and Youth in Transition):

The Division of Integrated Youth Services in collaboration with the Children and Youth in Transition Office will continue to identify students that are experiencing homelessness and youth living in foster care.

The Department of Children and Youth in Transition (CYT) will support school sites in identifying a CYT school designated liaison. School Site Liaisons will receive monthly reports on students that have been identified as students in Foster Care, Unaccompanied Youth, Students from Refugee backgrounds, Youth Experiencing Homelessness, Youth participating in Home Hospital services, Youth identified as Migrant, Military Connected Youth and Teen Parents.

The Children and Youth in Transition Department will formalize partnerships with community organizations, including the City of San Diego and San Diego County to expand services for CYT youth, including Youth experiencing Homelessness, Youth in Foster Care or Unaccompanied, Military Connected Youth, Youth from Refugee Backgrounds and those receiving Home-Hospital services.

#### English Learners (Multilingual Learners):

The Office of Language Acquisition will provide professional development (both district and site level) specific to Multilingual and English learners to effectively implement English Learner programs. The professional development will be designed for classroom educators, classified employees, site administrators and other district leaders to implement the best practices for multilingual learners. The professional development will mirror principles from the California English Learner Roadmap. The implementation of a coherent system of professional learning for educators of multilingual students and English learners will develop strategies and skills to build proficiency in English language as rapidly and effectively as possible, in order for students to reclassify and overcome language barriers that may impede equal participation in the instructional program. (Actions and services 2.2.d)

The Office of Language Acquisition will provide tailored job-embedded classroom support at targeted sites with high populations of English learners. Services will include co-planning, classroom coaching, student and family consultation, student goal setting, and progress monitoring. Targeted support will support literacy instruction to mitigate learning loss. Special attention will be given to newcomers, immigrant students, students in grades 3-5, and Long Term English Learners. Support will include purposeful scaffolding and planning for meaningful participation to build language and literacy skills. The team will utilize existing structures such as PLCs, lesson study, and best practices described in state toolkits, frameworks, and other guiding documents. (Actions and services 4.6.g)

The District will design professional learning targeted to meet the unique needs of newcomer, immigrant, and refugee students who may be new to the country, new to the school system, and or underschooled (Clark, Crawford, Hoover, Mann, and Lincoln and collaborate with the Say San Diego Crawford Community Connection Team).

The Office of Language Acquisition central office resource teachers will support site educators analyzing data, collecting student data by shadowing students, and providing training for families and caregivers of English learners and multilingual students. (Actions and services 4.6.g)

Multilingual learners tutoring services will be provided at school sites to accelerate progress toward English proficiency and grade level literacy as evidenced by Summative ELPAC scores, reading fluency rates/site reading scores, Imagine Learning data, and or grades will be used to monitor progress. The tutoring duration will be three one hour sessions for 10 week.

The Office of Language Acquisition 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 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. (Actions and services 2.2.d)

The Office of Language Acquisition (OLA) is dedicated to serving the needs of English Learners (EL). OLA encourages and supports school communities to innovate teaching and learning, to inspire English Learner (EL) and multilingual students to imagine and realize their full personal, social, and academic potential. OLA supports the district in providing ELs with the full range of learning opportunities equivalent to those provided to native speakers of English. OLA is also committed to providing English Learners (EL) access to high quality educational programs designed to ensure they acquire full proficiency in English as rapidly and effectively as possible, in order to meet or exceed grade level standards for academic achievement. Additional speech and language services specifically for English Learners (EL) ensure wraparound services for the whole child and address double barriers to education. (Action/Service 4.6.f)

Low-Income:

Chromebooks will continue to be provided to all students at San Diego Unified. In addition to technology, access to the internet will be provided and supported for families who otherwise would not be able to afford the internet.

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[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 LCAP template, please contact the local 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](mailto:lcff@cde.ca.gov).*

# Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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 (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders 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 aspects of the LCAP template 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, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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 should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

## Requirements and Instructions

**General Information** – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

**Reflections: Successes** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

**LCAP Highlights** – Identify and briefly summarize the key features of this year's LCAP.

**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:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** 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:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

# Stakeholder Engagement

## Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

## Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.



- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to stakeholders 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 should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders 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 should 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.

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.
- **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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

### ***Focus Goal(s)***

**Goal 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.

**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 stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

### ***Broad Goal***

**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.

**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***

**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 stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

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 self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

**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.

**Goal Analysis:**

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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 stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- 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.

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

### **Purpose**

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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.

### **Requirements and Instructions**

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

**Percentage to Increase or Improve Services:** Identify the 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).

**Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

**Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

**Unduplicated Percentage > 55%:** For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

**Unduplicated Percentage < 55%:** For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

### **Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40% or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”**



Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

## Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- 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 K-5), 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”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **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.

## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$184,672,440.00	\$148,641,442.00	\$5,900,842.00	\$189,894,057.00	\$529,108,781.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$402,679,207.00	\$126,429,574.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1.a.	English Learners Foster Youth Low Income	Ensure Inclusive School Environments- by creating and establishing Positive Behavior & Intervention Systems at every school	\$2,369,886.00		\$96,376.00	\$245,303.00	\$2,711,565.00
1	1.1.b.	All	Ensure Inclusive School Environments- by building stronger classroom communities				\$1,641,259.00	\$1,641,259.00
1	1.1.c.	English Learners Foster Youth Low Income	Ensure Inclusive School Environments- by fostering a sense of belonging and decreasing chronic absenteeism	\$1,466,832.00				\$1,466,832.00
1	1.1.d	English Learners Foster Youth Low Income	Ensure Inclusive School Environments- by developing caring and supportive schools that minimize barriers for our Children and Youth in Transition	\$1,522,391.00	\$2,788,505.00		\$530,194.00	\$4,841,090.00
1	1.1.e	English Learners Foster Youth Low Income	Ensure Inclusive School Environments- by developing caring and supportive schools	\$1,553,520.00			\$937,479.00	\$2,490,999.00
1	1.1.f.	All	Ensure Inclusive School Environments- by continuing District-Wide plan for designation of schools as No Place for Hate				\$60,000.00	\$60,000.00
1	1.2.a.	English Learners Foster Youth Low Income	Implement Restorative, Anti-Bias & Anti-Racism Policies and Practices- by fostering adult foundational competencies	\$223,559.00				\$223,559.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.2.b.	English Learners Foster Youth Low Income	Implement Restorative, Anti-Bias & Anti-Racism Policies and Practices- through districtwide integration of the Restorative Discipline Policy	\$922,081.00			\$393,867.00	\$1,315,948.00
1	1.2.c.	English Learners Foster Youth Low Income	Implement Restorative, Anti-Bias & Anti-Racism Policies and Practices- by disrupting discriminatory grading practices	\$1,742,982.00				\$1,742,982.00
1	1.3.a	English Learners Foster Youth Low Income	Ensuring Students are Successfully Progressing in their Academics- by implementation of Comprehensive School Counseling Practices	\$4,437,699.00			\$848,306.00	\$5,286,005.00
1	1.3.b.	All	Ensuring Students are Successfully Progressing in their Academics- by implementation of Comprehensive School Counseling Practices	\$17,088,238.00		\$69,141.00	\$500,639.00	\$17,658,018.00
1	1.4.a.	English Learners Foster Youth Low Income	Expand Wellness Services/Opportunities for Children, Youth & Adults by- enhancing Counseling & Mental Health supports for students	\$7,617,130.00	\$10,548,478.00	\$3,159,207.00	\$162,015.00	\$21,486,830.00
1	1.4.b.	English Learners Foster Youth Low Income	Expand Wellness Services/Opportunities for Children & Youth by- providing physical health services for children and youth	\$12,370,946.00	\$3,855,050.00		\$2,321,806.00	\$18,547,802.00
1	1.4.c.	English Learners Foster Youth Low Income	Expand Wellness Services/Opportunities for Children & Youth by- incorporating wellness practices in classrooms/schools for all students	\$10,616,484.00		\$2,176,108.00	\$292,740.00	\$13,085,332.00
1	1.4.d.	English Learners Foster Youth Low Income	Expand Wellness Services/Opportunities for Children, Youth & Adults by- continuing implementation of Healthy Schools and an integrated school wellness model	\$379,754.00	\$10,298,680.00			\$10,678,434.00
1	1.4.e.	Employee Wellness	Expand Wellness Services/Opportunities for Adults by- ensuring Adult Wellbeing				\$1,100,000.00	\$1,100,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.4.f.	English Learners Foster Youth Low Income	Expand Wellness Services/Opportunities for Children, Youth & Adults by-establishing Community Schools	\$9,007,841.00	\$865,435.00		\$635,233.00	\$10,508,509.00
2	2.1.a.	All	College, Career, and Civic/Global Life Readiness: Development of Learner Profile	\$797,527.00				\$797,527.00
2	2.1.b.	English Learners Foster Youth Low Income	College, Career, and Civic/Global Life Readiness: Project Based Learning	\$393,016.00	\$97,698.00		\$265,065.00	\$755,779.00
2	2.1.c.	All	College, Career, and Civic/Global Life Readiness: Course Sequencing & Placement	\$514,577.00				\$514,577.00
2	2.1.d.	English Learners Foster Youth Low Income	C2.1.d. College, Career, and Civic/Global Life Readiness:	\$21,653,960.00	\$6,500,747.00	\$280,010.00	\$4,286,558.00	\$32,721,275.00
2	2.1.e.	English Learners Foster Youth Low Income	College, Career, and Civic Life Readiness: Advanced Studies Pathways	\$1,906,042.00	\$517,539.00			\$2,423,581.00
2	2.2.a.	All	GVC: Cross-Content & Level Area Initiatives	\$1,326,537.00	\$350,000.00		\$314,591.00	\$1,991,128.00
2	2.2.b.	All	Enhanced Math Curriculum and Professional Development		\$779,000.00		\$400.00	\$779,400.00
2	2.2.L	English Learners Foster Youth Low Income	VAPA	\$6,285,884.00			\$475,645.00	\$6,761,529.00
2	2.2.c.	All	GVC: Science Curriculum and Professional Development	\$487,659.00	\$863,134.00		\$467,845.00	\$1,818,638.00
2	2.2.d.	English Learners	GVC: English Language Development Curriculum and Development Professional Learning	\$28,482.00	\$500,000.00		\$612,211.00	\$1,140,693.00
2	2.2.e.	All	GVC: ELA Curriculum	\$760,334.00	\$2,600,000.00		\$252,008.00	\$3,612,342.00
2	2.2.f.	All	GVC: History-Social Science and Professional Learning	\$864,149.00			\$193,475.00	\$1,057,624.00
2	2.2.g	English Learners Foster Youth Low Income	GVC: Ethnic Studies and Professional Learning	\$43,734.00			\$280,656.00	\$324,390.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.2.h	All	GVC: SPED Mod/Severe	\$1,335.00	\$4,557,945.00		\$139,500.00	\$4,698,780.00
2	2.2.i	All	GVC: Instructional Technology Integration	\$544,344.00			\$9,200,000.00	\$9,744,344.00
2	2.2.j	All	Computer Science Integration				\$679,590.00	\$679,590.00
2	2.2.k	All	GVC-Open Educational Resources				\$7,654.00	\$7,654.00
2	2.3.a	All	Standards-Based Reporting	\$373.00			\$560,017.00	\$560,390.00
2	2.3.b	All	Standards-Based Reporting - Refine Critical Concepts	\$140,005.00			\$216,211.00	\$356,216.00
2	2.3.c	All	Standards-Based Reporting - Electronic Scoring / Reporting System	\$349,405.00			\$2,490,000.00	\$2,839,405.00
2	2.3.d	All	Standards-Based Reporting - Public Outreach	\$308,836.00				\$308,836.00
3	3.1	All	ELA Professional Learning - Literacy Acceleration Plan				\$6,357,826.00	\$6,357,826.00
3	3.2.a	English Learners Foster Youth Low Income	Expanded Learning Opportunities	\$1,394,876.00			\$1,262,525.00	\$2,657,401.00
3	3.2.b	English Learners Foster Youth Low Income	Expanded Learning Opportunities: Level Up SD	\$6,476,907.00	\$49,745,321.00			\$56,222,228.00
3	3.2.c	English Learners Foster Youth Low Income	Expanded Learning Opportunities - Learning Acceleration Extended Day classes and Tutoring	\$2,212,087.00	\$16,869,564.00		\$567,942.00	\$19,649,593.00
3	3.3	English Learners Foster Youth Low Income	Additional Support	\$1,880,360.00			\$21,361,969.00	\$23,242,329.00
3	3.4	English Learners Foster Youth Low Income	Early Learning Programs	\$2,346,930.00	\$1,353,297.00		\$8,593,921.00	\$12,294,148.00
3	3.5	English Learners Foster Youth Low Income	Supplemental School Allocations for Multiple Levels of Support - English Learners, Foster Youth, Low Income	\$10,142,364.00			\$18,605,928.00	\$28,748,292.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.1	English Learners Foster Youth Low Income	TEACH- LEAD San Diego: Pipelines for Educator and Leadership Development	\$3,492,617.00				\$3,492,617.00
4	4.2	English Learners Foster Youth Low Income	School Leader Professional Growth and Development	\$1,194,523.00			\$136,962.00	\$1,331,485.00
4	4.3	All	Educator, Effectiveness and Empowerment (E3) - Teacher Growth and Development	\$1,481,529.00			\$656,310.00	\$2,137,839.00
4	4.4.	English Learners Foster Youth Low Income	Increasing Diversity and Affirming Staff Identity: Anti-Bias, Anti- Racism Training	\$827,934.00			\$195,411.00	\$1,023,345.00
4	4.5.a	English Learners Foster Youth Low Income	Building Leadership Content Expertise: San Diego Enhanced Mathematics (SDEM)	\$780,572.00				\$780,572.00
4	4.5.b	All	Building Leadership Content Expertise: Literacy Acceleration Plan				\$7,352,709.00	\$7,352,709.00
4	4.6.a	All	Effective Teaching in Every Classroom & Monitoring Learning - IMTSS		\$6,462,569.00		\$2,975,052.00	\$9,437,621.00
4	4.6.b	All	Effective Teaching in Every Classroom & Monitoring Learning - Mitigating Learning Loss through Acceleration				\$4,878,714.00	\$4,878,714.00
4	4.6.c	All	Effective Teaching in Every Classroom & Monitoring Learning - QLIs & QTPs	\$861,578.00			\$689,262.00	\$1,550,840.00
4	4.6.d	All	Effective Teaching in Every Classroom & Monitoring Learning- Ethnic Studies Pedagogy				\$1,069,834.00	\$1,069,834.00
4	4.6.e	English Learners Foster Youth Low Income	Effective Teaching in Every Classroom & Monitoring Learning - - Culturally Responsive Practices	\$205,059.00			\$908,001.00	\$1,113,060.00
4	4.6.f	English Learners	Effective Teaching in Every Classroom & Monitoring Learning - Instructional Support for English Learners	\$2,660,874.00			\$5,869,516.00	\$8,530,390.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.6.g	English Learners Foster Youth Low Income	Effective Teaching in Every Classroom & Monitoring Learning: Additional Supports for Students Receiving Special Education Services	\$3,316,452.00	\$13,546,894.00		\$5,364,432.00	\$22,227,778.00
4	4.6.h	All	Effective Teaching in Every Classroom & Monitoring Learning - Personalized learning through the District Wide 1:1 Initiative				\$301,798.00	\$301,798.00
4	4.6.i	All	Effective Teaching in Every Classroom & Monitoring Learning-- Formative Assessments	\$759,104.00				\$759,104.00
4	4.7	All	Effective Teaching in Every Classroom & Monitoring Learning: Highly Qualified Educators (Rate of Misassignment)	\$501,570.00				\$501,570.00
4	4.8	All	Effective Support Staff- Growth and Development	\$3,771,940.00				\$3,771,940.00
4	4.9	All	Effective Support Staff- Professional Learning/ Training				\$35,326.00	\$35,326.00
5	5.1	English Learners Foster Youth Low Income	Strengthen Connections & Relationships to Engage Families	\$902,973.00	\$10,002.00		\$168,978.00	\$1,081,953.00
5	5.2	All	Shared Leadership & Elevate Family & Community Voice	\$476,899.00			\$928,456.00	\$1,405,355.00
5	5.3	English Learners Foster Youth Low Income	Engage Families as Partners to Accelerate Student Learning	\$827,184.00			\$344,632.00	\$1,171,816.00



## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$141,151,053.00	\$353,988,383.00
<b>LEA-wide Total:</b>	\$141,151,053.00	\$353,988,383.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1.1.a.	Ensure Inclusive School Environments- by creating and establishing Positive Behavior & Intervention Systems at every school	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,369,886.00	\$2,711,565.00
1	1.1.c.	Ensure Inclusive School Environments- by fostering a sense of belonging and decreasing chronic absenteeism	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,466,832.00	\$1,466,832.00
1	1.1.d	Ensure Inclusive School Environments- by developing caring and supportive schools that minimize barriers for our Children and Youth in Transition	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,522,391.00	\$4,841,090.00
1	1.1.e	Ensure Inclusive School Environments- by developing caring	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,553,520.00	\$2,490,999.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		and supportive schools					
1	1.2.a.	Implement Restorative, Anti-Bias & Anti-Racism Policies and Practices- by fostering adult foundational competencies	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$223,559.00	\$223,559.00
1	1.2.b.	Implement Restorative, Anti-Bias & Anti-Racism Policies and Practices- through districtwide integration of the Restorative Discipline Policy	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$922,081.00	\$1,315,948.00
1	1.2.c.	Implement Restorative, Anti-Bias & Anti-Racism Policies and Practices- by disrupting discriminatory grading practices	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,742,982.00	\$1,742,982.00
1	1.3.a	Ensuring Students are Successfully Progressing in their Academics- by implementation of Comprehensive School Counseling Practices	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary TK-5	\$4,437,699.00	\$5,286,005.00
1	1.4.a.	Expand Wellness Services/Opportunities for Children, Youth & Adults by-enhancing Counseling & Mental Health supports for students	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,617,130.00	\$21,486,830.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1.4.b.	Expand Wellness Services/Opportunities for Children & Youth by- providing physical health services for children and youth	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$12,370,946.00	\$18,547,802.00
1	1.4.c.	Expand Wellness Services/Opportunities for Children & Youth by- incorporating wellness practices in classrooms/schools for all students	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,616,484.00	\$13,085,332.00
1	1.4.d.	Expand Wellness Services/Opportunities for Children, Youth & Adults by- continuing implementation of Healthy Schools and an integrated school wellness model	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$379,754.00	\$10,678,434.00
1	1.4.f.	Expand Wellness Services/Opportunities for Children, Youth & Adults by- establishing Community Schools	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Garfield High School and Twain High School	\$9,007,841.00	\$10,508,509.00
2	2.1.b.	College, Career, and Civic/Global Life Readiness: Project Based Learning	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$393,016.00	\$755,779.00
2	2.1.d.	C2.1.d. College, Career, and Civic/Global Life Readiness:	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$21,653,960.00	\$32,721,275.00
2	2.1.e.	College, Career, and Civic Life Readiness: Advanced Studies Pathways	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,906,042.00	\$2,423,581.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	2.2.L	VAPA	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,285,884.00	\$6,761,529.00
2	2.2.d.	GVC: English Language Development Curriculum and Development Professional Learning	LEA-wide	English Learners	All Schools	\$28,482.00	\$1,140,693.00
2	2.2.g	GVC: Ethnic Studies and Professional Learning	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$43,734.00	\$324,390.00
3	3.2.a	Expanded Learning Opportunities	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,394,876.00	\$2,657,401.00
3	3.2.b	Expanded Learning Opportunities: Level Up SD	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,476,907.00	\$56,222,228.00
3	3.2.c	Expanded Learning Opportunities - Learning Acceleration Extended Day classes and Tutoring	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,212,087.00	\$19,649,593.00
3	3.3	Additional Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,880,360.00	\$23,242,329.00
3	3.4	Early Learning Programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,346,930.00	\$12,294,148.00
3	3.5	Supplemental School Allocations for Multiple Levels of Support - English Learners, Foster Youth, Low Income	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,142,364.00	\$28,748,292.00
4	4.1	TEACH- LEAD San Diego: Pipelines for	LEA-wide	English Learners Foster Youth	All Schools	\$3,492,617.00	\$3,492,617.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		Educator and Leadership Development		Low Income			
4	4.2	School Leader Professional Growth and Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,194,523.00	\$1,331,485.00
4	4.4.	Increasing Diversity and Affirming Staff Identity: Anti-Bias, Anti-Racism Training	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$827,934.00	\$1,023,345.00
4	4.5.a	Building Leadership Content Expertise: San Diego Enhanced Mathematics (SDEM)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$780,572.00	\$780,572.00
4	4.6.e	Effective Teaching in Every Classroom & Monitoring Learning - - Culturally Responsive Practices	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$205,059.00	\$1,113,060.00
4	4.6.f	Effective Teaching in Every Classroom & Monitoring Learning - Instructional Support for English Learners	LEA-wide	English Learners	All Schools	\$2,660,874.00	\$8,530,390.00
4	4.6.g	Effective Teaching in Every Classroom & Monitoring Learning: Additional Supports for Students Receiving Special Education Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,316,452.00	\$22,227,778.00
5	5.1	Strengthen Connections & Relationships to Engage Families	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$902,973.00	\$1,081,953.00
5	5.3	Engage Families as Partners to Accelerate Student Learning	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$827,184.00	\$1,171,816.00

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[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 LCAP template, please contact the local 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](mailto:lcff@cde.ca.gov).

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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 (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders 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 aspects of the LCAP template 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, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

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 should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

## Requirements and Instructions

**General Information** – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

**Reflections: Successes** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

**LCAP Highlights** – Identify and briefly summarize the key features of this year's LCAP.

**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:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** 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:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.



# Stakeholder Engagement

## Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

## Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

### Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- f) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- g) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- h) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- i) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- j) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to stakeholders 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 should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders 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 should 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.

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.
- **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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

### ***Focus Goal(s)***

**Goal 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.

**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 stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

### ***Broad Goal***

**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.

**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***

**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 stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

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 self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

**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.

**Goal Analysis:**

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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 stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- 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.

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

### **Purpose**

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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.

### **Requirements and Instructions**

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

**Percentage to Increase or Improve Services:** Identify the 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).

**Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

**Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school



climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

***Unduplicated Percentage > 55%:*** For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

***Unduplicated Percentage < 55%:*** For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

### **Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40% or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”**

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

## Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- 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 K-5), 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”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **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.