

UCLA

Local Control Funding Formula Case Studies

Title

Giving Learning and Graduation New Meaning: One Student at a Time: San Diego Unified School District

Permalink

<https://escholarship.org/uc/item/8qn5r5tt>

Author

Bishop, Joseph P.

Publication Date

2019-09-25

Supplemental Material

<https://escholarship.org/uc/item/8qn5r5tt#supplemental>

Peer reviewed



Giving Learning and Graduation New Meaning: One Student at a Time

**LOCAL CONTROL FUNDING FORMULA (LCFF) CASE STUDY:
SAN DIEGO UNIFIED SCHOOL DISTRICT**

Joseph Bishop

*University of California, Los Angeles
Graduate School of Education & Information Studies
Center for the Transformation of Schools*



transformschoools.ucla.edu

Acknowledgements

The author thanks CTS colleagues Miguel Casar, Rose Ann Gutierrez, Pedro Noguera, Conor Sasner, Stanley Johnson and Nancy Giang for their contributions to the research. We are grateful for the generous support of The California Endowment, the Stuart Foundation and the Silver Giving Foundation for their investment in this project and the work of CTS. This case study benefited from the insights and expertise of San Diego Unified School District leadership, including Cindy Marten, Staci Monreal, Cheryl Hibbeln, Callie Harrington, and scholars Cecilia Rios-Aguilar (UCLA) and Oscar Jimenez-Castellanos (Trinity University). As reviewers, we thank them for the care and attention they gave the report.

Recommended citation:

Bishop, J. (2019). Giving Learning and Graduation New Meaning: One Student at a Time: Local Control Funding Formula (LCFF) Case Study: San Diego Unified School District. Center for the Transformation of Schools, Graduate School of Education & Information Studies, University of California, Los Angeles.

Table of Contents

- Summary..... 1**
- Purpose and Audience..... 1**
- Structure of this Case Study..... 1**
- Methods..... 2**
- I. LCFF and Tough Financial Times for SDUSD..... 3**
- II. Towards Meaningful Learning and Graduation..... 5**
- III. Implementing Vision 2020 and LCFF..... 7**
- IV. Impact..... 13**
- V. Ongoing Challenges..... 15**
- VI. Conclusion..... 18**
- Appendix A: Demographics and Staffing of SDUSD..... 19**
- Appendix B: Master Schedule Expectations..... 21**
- Appendix C: Master Schedule Expectations for Middle School..... 23**
- Appendix D: Equity Audit Transcript Tool..... 25**

Summary

Careful examination of Vision 2020 and the Local Control Funding Formula (LCFF) at San Diego Unified School District (SDUSD) over the last six years has offered new possibilities for incremental, positive change in a large, urban school district. This report identifies a sequence of actions that SDUSD has undertaken under Vision 2020 and LCFF to improve academic outcomes for historically underserved students. The case study shows that the effective use of LCFF funds generates improved outcomes for these students foster youth, homeless students, etc. Some of the evidence of improved outcomes includes: greater A-G College Readiness rates, an increase in Advanced Placement (AP) course participation rates, and an increase in the frequency of reclassification for students learning a second language. While a number of fiscal and implementation challenges remain for SDUSD as the district works towards executing Vision 2020 and to support LCFF implementation, it is clear that progress is being made to support meaningful graduation for students who have not been historically served well by the district.

Purpose and Audience

This case study summarizes the perspectives of various education stakeholders including students, teachers, principals, school board members and district staff, to better understand how SDUSD is operationalizing central aspects of the state's school funding law, the Local Control Funding Formula (LCFF). It is intended to inform educators and education system leaders how district practices have changed under the law and to start discerning key elements of educational change in a large, urban school district. The case study also seeks to expand upon limited research that explores the relationship between state policies such as LCFF and changes in district practices.

The potential shortcomings of relying upon initiatives like LCFF as the primary driver for improving education outcomes for low-income students of color, foster youth and English Language Learners have been well documented (LaFortune et al., 2018).¹ The state legislature has not

guaranteed that the funds made available to school districts through LCFF will be sustained over time. Hence, a critical issue facing districts like SDUSD is how they will sustain the progress achieved with existing district resources. Research shows that schools are more likely to experience sustained improvement when they stay focused on five essential strategies: adopting a coherent approach to delivering instruction, ongoing development of the professional capacity of staff, developing strong ties with communities and families, a student-centered learning climate, and leadership focused on teaching and learning (Bryk et al., 2010).² SDUSD has many of those pillars already in place. LCFF represents just one of many drivers that have been used to shape the way the district prepares students for college and careers. The cumulative impact of new state standards, assessment, and accountability systems at the state and federal level are largely responsible for influencing district practices, more than LCFF. The law has real promise, but also some deficiencies—something we'll explore further. In this case study, we draw attention to the connection between the flexibility of LCFF, SDUSD's Vision 2020 plan and its ambitious district-wide agenda for improving academic outcomes.

Structure of this Case Study

This case study begins with a brief history of reform in SDUSD, acknowledging the significance of district finances in implementing a strategic vision for children and families in the era of LCFF and the tenure of Superintendent Marten. The report then describes how SDUSD has focused on a clear set of priorities, analyzing the implementation of the district's strategic plan (Vision 2020) and LCFF. Those priorities include: 1) reimagining how the central office supports school sites; 2) improving collaboration across the district; 3) empowering principals and educators to lead detracking efforts; and 4) the pursuit of strategies to improve student access (e.g., changes to master schedules and reclassification processes). The impact of district reforms on student learning and access under LCFF are also reported. Ongoing challenges for the

1 LaFortune, J., Rothstein, J., & Schanzenbach, D. W. (2018). School finance reform and the distribution of student achievement. *American Economic Journal: Applied Economics*, 10(2), 1–26.

2 Bryk, A. S., Bender Sebring, P., Allensworth, E., Luppescu, S., Easton, J. Q. (2010). *Organizing schools for improvement: Lessons from Chicago*. Chicago, IL: The University of Chicago Press.

district are summarized to conclude the case study, with insights into how SDUSD’s efforts can help inform other districts to support low-income students of color and second-language learners.

Methods

San Diego Unified School District was identified by several professional organizations and agencies as a district we should consider for this study. The district’s size and geographic diversity were taken into account in selecting SDUSD. Our purpose in conducting this case study was to highlight compelling district efforts to operationalize equity under LCFF as a way to inform practices and policies throughout the state.

The research team reviewed a variety of district-produced documents including the district’s Local Control Accountability Plan (LCAP), its strategic plan, its budget, student outcome data and pre-visit survey data. The research team then conducted a two-day site visit to the district and SDUSD school sites. We interviewed a total of 34 stakeholders based on the recommendations of central office staff, including students, teachers, principals, district officials, union representatives, school board trustees and community members. The research team transcribed and analyzed all interviews and notes and produced a case study focused on a particular set of themes for the district related to positive student outcomes for SDUSD.

Summary of Interviewees

Education Stakeholders	Totals (N=34)
Students	3
Teachers	3
Principals/Site Administrators	6
Local Area Superintendents	6
Community Organizations	1
Labor Partners	1
Central Office Staff	13
School Board	1



I. LCFF and Tough Financial Times for SDUSD

Funding and Difficult Post-Recession Budget Decisions

LCFF implementation over the last six years has taken shape largely in the wake of great financial hardships for SDUSD. Just last year, the district had to cut \$124 million dollars from its operating budget,³ resulting in layoffs for over 800 staff. Over the last six years, the district budget has been reduced by \$366 million. A number of factors have contributed to the district's financial woes, including lower student enrollment and increased costs related to special education and other student needs that have outpaced state and federal funding. Some of these rising costs have included automatic step and column raises that are guaranteed by contracts, as well as increasing costs for health and welfare benefits, pensions, and special education services.

In light of difficult decisions around how to prioritize and allocate shrinking resources, the district has sharpened its core goals for student learning and success—drawing closer connections between district goals and the budget. LCFF requires districts to establish a clear connection between resource priorities and goals for serving low-income students, English Language Learners and foster youth, three student groups that require the most immediate attention under the law. Districts use the Local Control Accountability Plan (LCAP) to demonstrate how

resources obtained from LCFF will be used to improve student outcomes. The LCAP must be presented to San Diego County Office of Education, the body charged with oversight of LCFF for the district.

Board Trustee John Lee Evans cast a positive light on what has been a difficult financial period for the district. Evans was elected to the board just as SDUSD was making its first wave of cuts in 2008.

Even though we were in a budget crisis, we really needed to do some long-term planning, or else we were just going to hobble from year to year. So that even if we were going to have to make cuts, we would make those cuts based on our priorities, rather than just arbitrarily doing that. So that's why in 2008 we started talking about Vision 2020 for quality schools in every neighborhood. And that's what we have been working on for the last ten years.

The timing of Vision 2020 (the district's strategic plan; see Section II) and LCFF implementation has grounded SDUSD's focus despite a string of very difficult financial years. Pension and special education costs are projected to add about \$37 million to the deficit in each of the next two years, and district enrollment is expected to decline by about 1,500 students per year.⁴ This will mean that the district will continue to try to do more with less and make

3 Warth, G. (2017). San Diego Unified cuts 850 jobs to balance budget. San Diego Tribune. Retrieved at <http://www.sandiegouniontribune.com/news/education/sd-me-unified-budget-20170227-story.html>

4 San Diego Unified School District (2018). 2018–2019 Interim Financial Report to Board of Directors. Retrieved at [https://www.boarddocs.com/ca/sandi/Board.nsf/files/B797V60098BE/\\$file/1819%20First%20Interim%20Financial%20Report%20Presentation%2C%2012.11.18.pdf](https://www.boarddocs.com/ca/sandi/Board.nsf/files/B797V60098BE/$file/1819%20First%20Interim%20Financial%20Report%20Presentation%2C%2012.11.18.pdf); KPBS (2018). San Diego Unified Looks Ahead To More — But Smaller — Budget Cuts. Retrieved at <https://www.kpbs.org/news/2018/dec/12/san-diego-unified-looks-ahead-more-smallerbudget-c/>

decisions with local, state and federal funds being unpredictable at times. With regard to state funds, state money is allocated to the district based on the LCFF formula, which includes base, supplemental and concentration dollars based on the composition of the student body.⁵

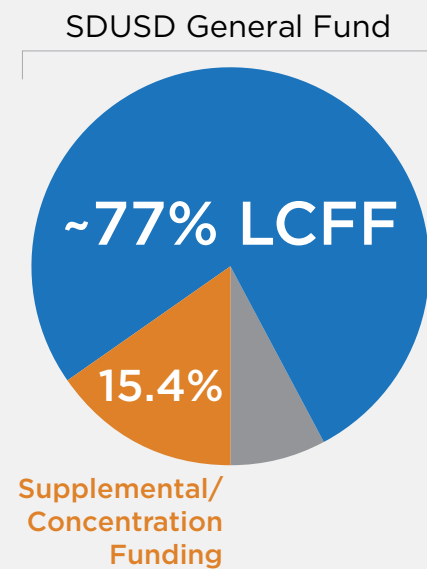
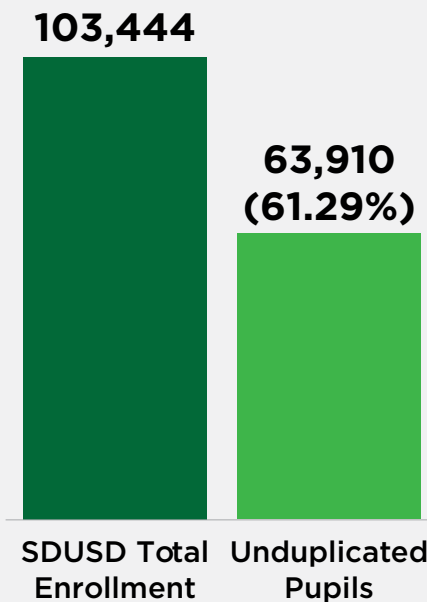
Budget Overview

The LCFF directs supplemental funds to districts based on unduplicated counts of target student groups (i.e. low-income, English Language Learners, homeless youth and foster youth) and concentration funds to districts with high proportions (over 55%) of these same students. When a district has over 55% unduplicated pupils in these groups, they are allowed to make district-wide allocations using supplemental and concentration funding for the principal benefit of these pupils, which contributes to the minimum proportionality percentage.

Supplemental and Concentration funding is included as part of LCFF; it is not separate funding, but rather a portion of the total LCFF apportionment from the state.

Minimum Proportionality Percentage (MPP) is the amount of LCFF that is intended for the principal benefit of unduplicated pupils and is based in part on the amount of Supplemental and Concentration funding received through LCFF. Given that SDUSD has such a high proportion of unduplicated students and high need more generally, it is especially important that common instructional practices impact as many students as possible. These practices are outlined in greater detail in sections in the case study related to student-centered coaching, course access and grading.

Figure 1: SDUSD Budget Overview



⁵ For more information on how base, supplemental and concentration dollars are calculated, go to the California Department of Education website <https://www.cde.ca.gov/fg/aa/lc/lcffoverview.asp> and California Association of State Budget Officers (CASBO) at <https://www.casbo.org/sites/default/files/userfiles/LCFF%20Supplemental%20%26%20Concentration%20Grants.pdf>



II. Towards Meaningful Learning and Graduation

SDUSD has been recognized nationally for its student achievement,⁶ graduation rates, and top-rated schools.⁷ For example, SDUSD recently showed the highest growth rate among 25 big city school districts across the nation for fourth- and eighth-grade English and Mathematics on the National Assessment of Educational Progress (NAEP). However, district, community and board members have never settled for these accolades, recognizing that despite progress, student learning remains uneven across the district.

SDUSD Superintendent Cindy Marten, a former elementary teacher and principal in the district, inherited a number of challenges. Prior to her arrival, the district had experienced a churn of superintendents from 2004–2013, hindering the ability of district leadership to offer the University of California/California State University “A-G”⁸ college readiness courses in an equitable way throughout the district. The district’s Vision 2020 plan now embraces that access goal of rigorous course offerings. Vision 2020 outlined a broad set of goals around broadening measures of student achievement, improving student learning and engagement, and drawing closer community connections. The five pillars of Vision 2020 include:

- 1) **Closing the Achievement Gap with High Expectations for All**
- 2) **Access to a Broad and Challenging Curriculum**
- 3) **Quality Leadership, Teaching and Learning**
- 4) **Positive School Environment, Climate and Culture**

In Marten’s words, “major ideological, structural, instructional and cultural changes were not operationalized” until her hiring in 2013. Marten’s first year in the post of superintendent coincided with the first year of LCFF implementation, in 2013. The superintendent was hired because, from her perspective, “[the board] picked a principal who had been implementing their Vision 2020 already on the ground.”

Step 1: Defining the Scope of the Challenge

As a first major step to implementing Vision 2020 and LCFF, Marten and her team began an arduous process the summer before the 2014 school year, combing through graduating seniors’ transcripts. Approximately six thousand students graduate from the district each year and had their transcript individually reviewed as part of this district-wide “equity audit.” Another former SDUSD principal, Cheryl Hibbeln (now Executive Director for the Office of School Innovation & Integrated Youth Services) explained the value of the mass scale data dives.

This student data dive allowed us to be strategic, considering that we only had two years to implement a plan that would both bandage the parts of our system that were perceived barriers for students and develop the system changes that would eventually remove a need for bandages.

Doing this audit would give SDUSD a clearer sense of just how much work was needed to address opportunity and

6 Council of the Great City Schools (2018). Large City Schools Maintain Long-Term Gains on National Test. Retrieved at https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/4/April_2018.pdf

7 San Diego Unified Fast Facts retrieved at https://www.sandiegounified.org/sites/default/files/link/district/files/FastFacts_6x9_Final.pdf

8 The University of California (UC) and the California State University (CSU) systems have established a uniform minimum set of courses required for admission as a freshman. More information at the list of courses can be found at <https://www.cde.ca.gov/ci/gs/hs/hsgtable.asp>

achievement gaps for students throughout the district. Marten created the Office of Secondary Schools to lead equity audits, starting with SDUSD's 22 high schools. Five district staff reviewed senior transcripts aligned with the A-G, UC course path requirements in History, English, Mathematics, Sciences, Language and Visual Performing (see Appendix D), to identify patterns in course access and completion.

District leadership discovered one prominent challenge through the equity audit process. Many Latinx and African American students were being tracked for non-college-ready courses, even in high-performing high schools. This was especially apparent in mathematics at the secondary level. Research has shown⁹ that Black and Latino students frequently remain stuck in such low-level courses (which are often taught by the least experienced teachers), and are effectively denied access to college prep courses. Hibbeln explains further.

On paper before “A-G” there were a lot of successful schools, but college and career options for students were limited to the master schedule developed by each school. If you looked at our graduation rate and attendance rates, they were really good. There was this class floating around, called Unifying Algebra. Unifying Algebra—students could take instead of intermediate algebra. But if you took it, you couldn’t get into four-year college. Ten years before I got here, I eliminated that class from my school [as a principal]. I get to SDUSD and I’m doing equity audits. I’m seeing Unifying Algebra all over certain schools. I started looking at which schools are using Unifying Algebra and who’s in them. Most of the highest performing schools in the district were using Unifying. I ran the lists; they were primarily Latinx and African American kids in the class.

Step 2: Determining a Focus

The need for detracking or pivoting away from course placement patterns that hinder the success of students of color through low-level coursework is a challenge not new to urban school settings.¹⁰ A focus on detracking in SDUSD was long overdue. While No Child Left Behind had focused the district’s attention on proficiency and graduation rates, it did not ensure that students had meaningful access to learning opportunities (Tierney & Garcia, 2008).¹¹ With college readiness now a key indicator on the state’s accountability dashboard,¹² major changes would be required to ensure access throughout the district. Jason Babineau, principal of Hoover High in SDUSD, identified the fundamental challenge for the district.

It’s not about increasing graduation rates; it’s about increasing meaningful graduation rates. Then we need to be sure that our students that are first-generation college students are prepared to succeed in college.

Detracking allowed the district to focus on creating powerful learning experiences for students who have not been historically served well by the district. This has required a restructuring of staffing, time and resources across the district. Supt. Marten describes the necessity for both a “systemic” (whole district) and “systematic” (or organized) approach to emphasize several implementation strategies:

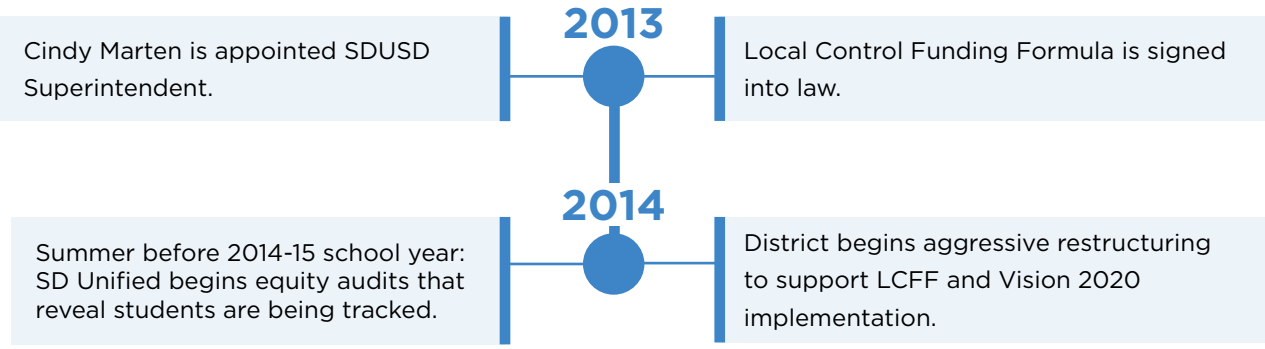
- 1) Reimagining how SDUSD can support school sites
- 2) Fostering stronger collaboration across the district
- 3) Empowering principals and teacher leaders to lead site-level detracking
- 4) Pursuing strategies to improve student access through technical fixes (e.g., master scheduling, reclassification processes)

9 Bromberg, M & Theokas, C. (2016). Meandering Towards Graduation: Transcript Outcomes of High School Graduates. Washington DC: Education Trust.

10 Oakes, J., & Wells, A. S. (1998). Detracking for High Student Achievement. *Educational Leadership*, 55(6), 38–41.

11 Tierney, W. G., & Garcia, L. D. (2008). Preparing Underprepared Students for College: Remedial Education and Early Assessment Programs. *Journal of At-Risk Issues*, 14(2), 1–7.

12 Ho, A. D. (2008). The problem with “proficiency”: Limitations of statistics and policy under No Child Left Behind. *Educational Researcher*, 37(6), 351–360; Polikoff, M. S., Korn, S., & McFall, R. (2018). In need of improvement? Assessing the California Dashboard after one year. *Getting Down to the Facts II*. Stanford, CA: Stanford University.



III. Implementing Vision 2020 and LCFF

A. Reimagining how SDUSD can support school sites

As part of a \$124 million dollar budget cut last year (2017–2018), the district continues to reorganize central office staffing and school-site resources. Part of the district’s reorganization has allowed the central office staff to be more closely involved in monitoring course offerings available to students at the 22 secondary sites, working in coordination with all six local area superintendents. A monitoring process includes developing systems that allow schools to share course offerings. In many cases, this new level of transparency has resulted in eliminating any courses that aren’t approved as “A-G.” Monitoring course offerings represents a new function of the district, compared to the past when raising graduation rates was the primary focus of SDUSD. School counselors are also key leaders in this new focus.

Importance of School Counselors

Like local area superintendents, central office resource counselors now find themselves in a revitalized role—coaching principals and lead counselors in the process of designing master schedules with an emphasis on improving access to more challenging coursework. While this isn’t new, the attempt to establish common practices around master scheduling is a recent development. Their work is also intended to support coherent scheduling goals

between assistant principals and principals. Schedules are also being developed with the academic, social and emotional well-being of students in mind. Francesca Del Carmen-Aguilar, Principal at San Diego High School, describes further: *“The counselor in knowing the whole child has a very impactful, powerful knowledge of what the students need in the classroom related to behavior, related to the dynamics that happen at home, related to the mental health of our students and how we can better approach that.”*

The unique expertise that school counselors bring to the table to strengthen education leadership across the districts allows more staff to coordinate upstream if students are struggling or off track academically.

Student-Centered Coaching

Underlying a clear focus on quality instruction across the district is a belief that the way students experience learning has to fundamentally change from a passive to an engaging activity. This is also mirrored in the way adults in the district are trying to “learn by doing” through new types of professional development opportunities. Such an endeavor requires more technical support and guidance from expert teachers and a willingness from school site teams to test out new classroom strategies. It also demands that teachers, principals, and district leaders observe more classrooms and model new ways of learning for students and adults in the district.

Aligned with this idea, the district has also adopted centrally supported student-centered coaching that targets particular grade levels and content areas across the district. This allows for site instructional coaches to have additional support from the district central office, and to establish greater coherence in common practices across school sites. Teacher-to-teacher coaching across the 22 secondary schools has taken shape with 80 secondary teacher leaders from English, Math, Science and History teachers at the high school level and over 20 middle school teachers. Site visits and coaching include integrated teams of classroom teachers and central office resource teachers (Office of Language Acquisition, Special Education, Common Core and Math) in which teams set targets for students based on data, state standards and curriculum to ensure student targets are met. Vice principals and principals also often attend trainings and site visits.

Wendy Ranck-Buhr, Instructional Support Officer, explains:

It gives them [school leadership teams] a rare opportunity to not just plan out units and instruction, but also share ideas across each of the sites.

This strategy has begun to address what local area superintendent Kimie Lochtefeld describes as SDUSD's previous "curriculum chaos." Mixed results no longer characterize the district as it pursues a new level of coherency in terms of student learning experiences and readiness.

B. Fostering stronger collaboration across the district

In order to allow staff more direct connection to site-based instructional practices, the district eliminated the position of Chief Academic Officer. While it was a budgetary decision to eliminate the position, Supt. Marten wanted to shorten the distance between her cabinet and the teaching and learning taking place at each of the six local area districts. Her logic was that shortening the gap between classroom practices and district decisions would mean fewer staff, but also give her a more realistic sense of the type of education being delivered across each of the 200 campuses.

Local Area Superintendent Collaboration

Local area superintendents have taken on much more than site visits under a new vision for how leadership can support school growth for students with the greatest needs.

Area superintendents now meet with executive leadership weekly and plan all secondary principal professional development together. They have a well-established professional learning community, something that doesn't exist in many large urban districts. In some instances, this has required difficult conversations about how to build stronger connections within schools between adults or from adults to students to advance a clear learning agenda.

High School Area Superintendent Sofia Freire articulated the power of a well-calibrated superintendent's team from all six local districts—to build off each other's expertise, but also to move towards more consistent practices around instructional quality and student achievement. Freire explains how common practices and strategies have benefited the district without limiting the ability of principals and teachers to engage in powerful work at each of the school sites to meet student needs.

I get the impression that before this team was developed and before our superintendent was here, that there were six superintendents. They were just functioning and doing their own thing with their set of principles. For us, we're all doing the exact same thing. Our feedback to principals is on the exact same form. Our expectations are the same. We speak the same language.

The very nature of conversations has changed between the six area superintendents, especially as they have spent more time together at school sites. Instead of focusing on compliance with district mandates as may have been the focus in the past, area superintendents are focused on ensuring that evidence of student learning shows up in the data at each school site. Throughout the district, there's a focus on using student data to drive the equity work. As Mitzi Merino, Area 5 Superintendent, explains, their functions as district leaders have been transformed.

We changed what we did by putting our eyes on students and their experiences. We changed what the leaders did; we changed what the teachers did; and we started having the conversations about if that's really it. What can we do differently in our lesson plan tomorrow?

The importance of strong, collaborative leadership that now characterizes SDUSD's area superintendents is essential to implementing the ambitious vision for the district across over 200 school sites, especially at the secondary level. However, principal and teacher leadership still determine whether the district is able to address pervasive

inequities that continue to exist at many SDUSD school sites and surrounding communities.

C. Empowering principals and teacher leaders to lead site-level implementation of detracking

SDUSD has made a conscious effort to breathe new life into school site leadership with principals who are passionate about the district's vision, either by promoting instructional experts from within the system or by recruiting administrators from outside the district. Two-thirds of principals are new to their school site or new to leadership within the last five years. Consequently, many principals are just beginning to gain the trust of their school site teams and implementing new practices.

Principals are encouraged to examine whether tracking is evident in access to gateway courses (e.g., Mathematics, English) for students of color, especially early on in a child's education. With that comes its own pressures of administrators trying to figure out how to execute an ambitious detracking agenda and change the mindsets of staff to raise their expectations for all students. This is especially hard to accomplish at some school sites that have struggled to provide an enriching and supportive learning environment for many years. Jason Babineau, Principal of Hoover High, describes how, as a new administrator, it can be difficult to notice immediate victories.

There's been a certain way of doing things that, this equity-driven purpose toward education — which seems like it should've been the case forever. It seems a bit more foreign, and we have to change the paradigm and mindsets of entire staff. And so, there is urgency from the district office to do it right now, and it takes time to shift paradigm of entire staff.

So there is a pressure. I feel that pressure, because I want to make it happen right now, as well, because I want to see the benefit of it. It takes some time to build relationships to be able to have that difficult conversation and to move practice in a way that's best for all kids.

School Site Implementation

Principals like Babineau aren't asked to take on changing school culture and climate alone. Like area superintendents, principals in the district meet more regularly than they have in the past to help improve communication

Two-thirds of principals are new to their school site or new to leadership within the last five years.

across school sites and to solidify a common leadership vision for the district. Additionally, there is an expectation that each site principal develop site-level strategic plan. They also participate in district-sponsored Principal Institutes and Leadership Labs, provided content aligned to the areas identified in strategic plans. Site leaders are provided planning time to reflect on the new learning as they consider the adjustments necessary, based on the context of their schools and the needs of their students.

Establishing common practices around school leadership is becoming a stronger emphasis as well. This includes sharing strategies for closer alignment in course offerings, student engagement, instruction and assessments. Additionally, principals engage in monitoring meetings with their colleagues. Through the guidance of their Area Superintendents, monitoring meetings provide the opportunity for principals to share best practices, challenges and strategies to ensure successful implementation of their strategic plans and the impact on student outcomes in relation to the standards.

School site principals are keeping a laser focus on student achievement, regardless of regular questions about the budget.

Marshall Middle School Principal Michelle Irwin captured the relationship between access to course offerings and student success as schools try to move from a tracking, proficiency and factory school model to a detracking and student mastery agenda in which expectations are high for each and every student.

We had a speaker last year who said something that really resonated with me. We need to make sure that opportunities precede achievement as opposed to achievement precedes opportunity. So as a middle school group we really pushed that this year. So, we have an appeal process [for courses] now.

Administrators and educators have to be sure that existing practices in the school don't reinforce or replicate achieve-

ment differences. Homework can be one of those practices that don't reflect a focus on mastery but can remain an un-touchable habit. In fact, homework can replicate inequities in achievement based on a student's ability to do high quality work outside of school (Simon et al., 2007).¹³

One site administrator draws his own connections between homework practices, mastery and meaningful learning, rather than the simple task completion that dominated his school in the past. He shared that it has taken his staff eight years to be comfortable with rethinking the purpose of homework. Grading is a central part of the change equation as well.

Now we're grading on can you meet this standard; not did you do the 100 pages of homework for the last 100 days. It's can you score well on this test? Now if you did the homework most likely you're going to be able to do well on that test, and there's lots of ways we're giving support for students to come in for that extra support and so forth if they aren't understanding the homework. Now we look at homework as practice as opposed to a must, a requirement.

Improving home-school connections, especially for incoming students, is something that another administrator has emphasized as a way to establish trust between caretakers and schools. These relationships can help alleviate fears that parents may have of their child taking more rigorous coursework, or allow for them to ask questions about how they can take more proactive steps in the education of their children.

Every student has had a home visit and we've been able to make that home-school connection. That was huge: to walk into their house, talk to their family, ask for a tour. They'd show you their room, you'd see the crazy posters on their wall and things like that, that's that connection. That's the key piece.

Opening the Path to Education Opportunity

In addition to closer school-family connections, there are also many deliberate changes feeder middle schools and elementary schools can utilize to reshape the educational trajectory of students. It has been well documented that a

student's academic trajectory in Mathematics can begin as early as elementary school (Zarate & Gallimore, 2005).¹⁴ Many students enter their ninth-grade mathematics coursework underprepared and experience difficulty in making sense of key algebraic concepts that are typically taught in grades six and seven (California Department of Education, 2013). In addition to lack of preparation for high-level mathematics, many students are not tracked for college-level coursework.

SDUSD school sites are looking to eliminate these historical patterns. Instead, key educational pipeline points are where Marshall Middle School principal Michelle Irwin explains her school is not letting traditional measures track or determine the ability of her students.

Through the middle school principal group this year, we've really pushed the idea of allowing more students to be placed in an accelerated math pathway. Let's allow for students and parents to appeal the decision based on this math placement test.

D. Pursuing immediate ways to improve student access through technical fixes or strategies (e.g., master scheduling, reclassification processes, grade inflation)

In the midst of big, structural changes to the district, SDUSD has focused on finding immediate ways to address pervasive patterns of inequality, especially for the high-need student populations LCFF was signed into law to support. Many of these patterns became evident through the central office equity audit process.

Master Schedules

Careful reexamination of master scheduling and course sequencing, along with reclassification for English Language Learners, may not sound like headline educational change material. However, a very deliberate focus on these organizational practices has begun to yield positive results. As long-time educator and now Chief of Staff for SDUSD, Staci Monreal stated, "Master schedules and student scheduling

13 Simon, F., Malgorzata, K., & Beatriz, P. O. N. T. (2007). *Education and training policy. No more failures: Ten steps to equity in education.* OECD Publishing.

14 Zarate, M. E., & Gallimore, R. (2005). Gender differences in factors leading to college enrollment: A longitudinal analysis of Latina and Latino students. *Harvard Educational Review*, 75(4), 383-408.

were either providing opportunities or acting as gatekeepers to opportunities—English Learners, special education students and students whose math skills were lower.”

Master schedules represent an untouched vehicle for equalizing course access and improving opportunity in the district. SDUSD had an in-house expert Jeff Thomas, Operations Specialist, who had already tested out new master schedule tools while working at one of the school sites. Using that experience, he and the central office helped systemize ways for preventing students from being eliminated from learning opportunities based on the design of the scheduling system. (See Appendices A and B.) Course sequencing, a key component of master schedules, has also played a role in preventing mostly low-income students of color from completing prerequisite courses required for some Advanced Placement courses in the appropriate order. That is no longer the case, as Jeff Thomas explains:

For Advanced Placement (AP) Biology, they said you had to have Advanced Placement (AP) Chemistry, and they wanted Advanced Placement (AP) Biology in 11th grade. That was the 11th-grade course. You had to have Chemistry before you had that, because they said that's one of the prerequisites. Well that wasn't in the sequence to have it that way. So kids that were from the Tierrasanta area where Serra is, which is relatively upper middle class, mostly white, they knew that hidden sequence from an early age, so when they were in middle school, they could prep for that. But if you came from one of our schools that we bused in kids, mainly the Hoover area, City Heights, those kids came in and they didn't know about this pathway to a class. And I say hidden, but it really ... you had to know about it. It wasn't publicized.

Close oversight of the master schedule process was initially met with resistance. Some of this resistance was related to the pressure to eliminate courses that weren't preparing students for a college- and career-readiness track. In some instances, doing so required schools to reassign classes to new instructors or presented a need to justify keeping some staff who didn't have the capacity to teach higher-level courses. Christina Casillas, Roosevelt Middle Principal, elaborated on how master scheduling has helped guide and anchor the work of her instructional team to not lose sight of the relationship between mas-

ter schedules and student achievement. Both middle and high schools have participated in a rich process of reviewing master schedules.

This topic of experiences and conditions is something that we have engaged our staff around specific to how we design a master schedule. I brought up my guiding questions as I'm working with our instructional leadership team throughout the year. One, will students in our focus master schedule help us improve the achievement of all of our students? And then reflecting upon our current structures, are we providing an experience aligned to our vision for all students or just some? Looking at our master schedule in its current form, along with our data, is our master schedule structured to maximize learning opportunities for all students, responsive to student needs and what can we do differently?

Scheduling and School Counselors

A closer look at course schedules has also required school counselors to reevaluate scheduling practices. This is especially true for secondary counselors, who often are given an overwhelming amount of responsibility to determine an appropriate course load for students and respond to student social and emotional needs in a stressful time of their academic career. Sometimes, however, secondary counselors can reinforce inequities as “gatekeepers” of access and opportunity, assigning students low-level coursework or an unchallenging academic load. In these instances, principals may be reluctant to question the decisions of their school counseling staff. Sofia Freire, High School Area Superintendent, says more: “Many secondary counselors have applied a ‘poor you’ approach to student scheduling and master schedule development, as many of them are the master schedule designers. This has been further complicated by school leaders who may see these inequities but choose to avoid upsetting the apple cart over strategically confronting these challenges.” The judgements of school counselors aren't the only factors that can determine whether or not students are on an A-G college track. However, they are key decision-makers for the district as the trick works to aggressively remove student tracking practices.

Language Reclassification and A-G Readiness

SDUSD serves over 24,000 students learning a second language. More than 60 dialects are spoken. Standardized

assessments or processes like reclassification for English Language Learners have the ability to limit education options and opportunities. Reclassifying ELLs can allow students more opportunities to benefit from a college-ready track. That's why SDUSD has begun to reconsider the process for how they reclassify English Language Learners. The district hopes to eliminate a bottleneck of students who no longer need additional language development support and would benefit from a different pathway.

SDUSD has overhauled their management processes for determining reclassification eligibility and systematized the administration of the English Language Proficiency Assessments for California (ELPAC) assessments and results. Under the new system, 100 percent of eligible students are considered for reclassification. School site leadership teams and local area superintendents can monitor the reclassification process through a live database to see whether they are reaching annual reclassification goals. This allows local sites to be less dependent on central office personnel for guidance with the reclassification process.

Sandra Cephas, Director of the Office of Language Acquisition (OLA), explains SDUSD's new process for managing language reclassifications.

We provide ELPAC data to the area superintendent every month during the reclassification window. We now know exactly how many [ELLs] are eligible for reclassification. So, because of this focus on reclassification and ensuring that the students are eligible or not falling through the cracks, it has ensured that students who are eligible for reclassification are getting classified, which was something that wasn't happening before.

If students aren't reclassified, there are now safeguards in place to position students well for the next assessment. Getting these systems in place has been difficult. However, there are now more existing structures for monitoring progress for ELLs with shared accountability for staff at all levels of district leadership. And the results have been significant, something we'll summarize in the next section.

Not only is the reclassification process different, the district has also restructured the role of English Language Instructional Resource Teachers (formerly English Language Support Teachers) who are experts in evidence-based practices around language acquisition. In previous years, OLA focused heavily on reporting or

"compliance" for ELL progress, as required by state and federal law. They did very little to help build the capacity of school sites with growing numbers of ELLs.

OLA now devotes its activities to not only reporting, but also coaching, working closely with school sites. Ms. Cephas leads a team of 43 English Language development coaches who are organized by grade-level spans: PreK–2, grades 3–5, 6–12, and a small group of coaches who specialize in models of dual language and biliteracy. Another core part of the OLA team focuses heavily on the development of state-standards-aligned curricula to allow for some uniformity across grade levels and school sites.

Many students learning English as a second language already arrive in schools knowing a second or third language. However, the district has historically offered a limited number of options for assessing the existing language skills of students. **It became imperative for the district to offer more Language Other than English (LOTE) tests to meet students' needs for languages other than Spanish and French.**

That's just what SDUSD did. The district expanded the LOTE assessments from three (Spanish, Vietnamese and Somali) to 27 for multilingual students to meet the A-G foreign language graduation requirement. For students learning a second language, this allowed many to start down an A-G readiness path, radically changing their educational trajectory. As evident in the data (Section IV), the number of students taking and passing the LOTE and thus becoming A-G eligible has increased significantly for languages other than Spanish, Vietnamese and Somali.

IV. Impact

There are many indicators that show SDUSD has made progress in achieving its equity goals and meeting the needs of historically under-served students through its use of LCFF funds. It is also clear that SDUSD's reforms are generating positive change for all students, especially in terms of college and career readiness, as is evident in access to AP courses and progress towards the world languages requirement for English Language Learners.

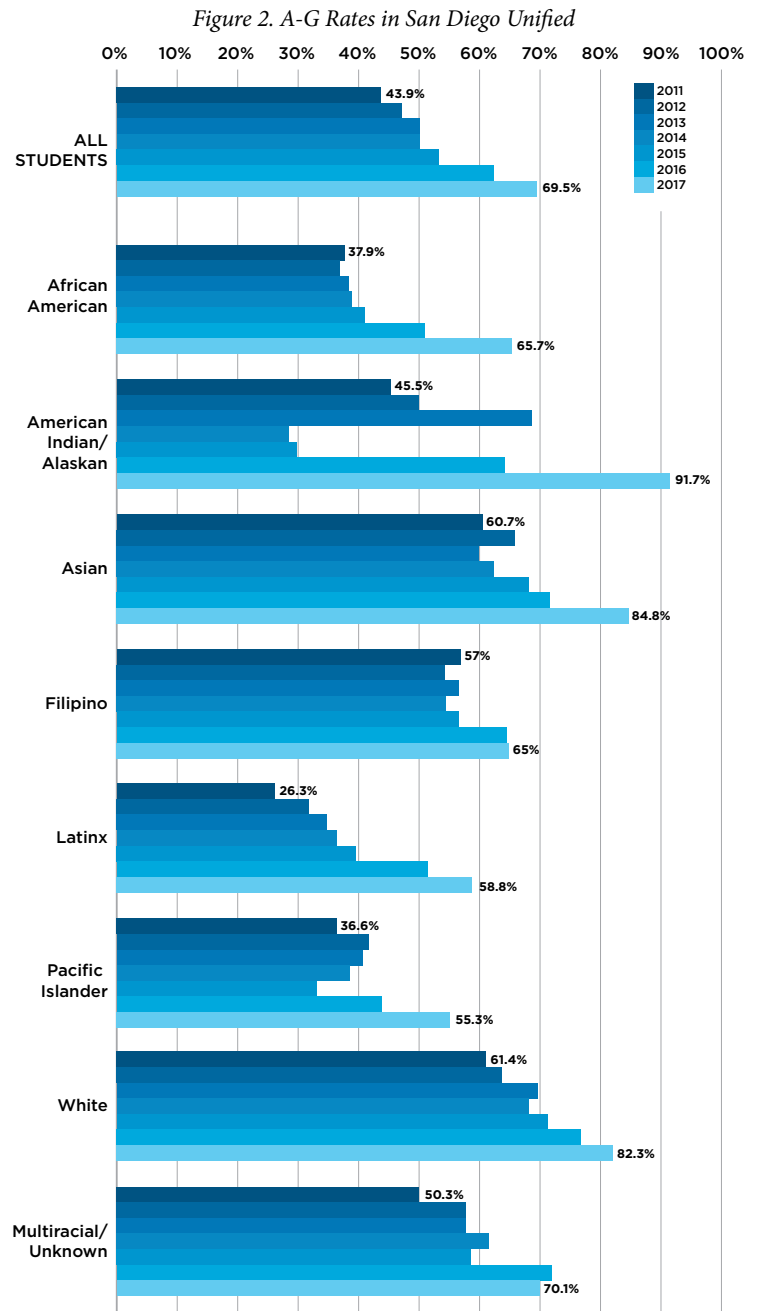
A. Improvements in A-G Rates (Fig. 2)

From 2011 to 2017, overall A-G rates across all SDUSD student populations increased by more than 26 percent. Readiness rates increased at the greatest levels for American Indian/Alaskan Native, African American and Latinx students. **The most significant increase percentage-wise overall has been for American Indian/Alaskan Native students at more than 45 percent.** For African American students, rates have increased by 27 percent over the same time period. A-G rates have improved for Latinx students by 31.7 percent.

B. Greater Access to High-Level Coursework like Advancement Placement Courses (Figs. 3 & 4)

AP participation rates have increased for all students in SDUSD by nine percent, and by 12% over the last six years for low-income students compared to eight percent for non-low-income students. There is a gap in the rate of passage between low-income and non-low-income students. In 2018, the passage rate for low-income students was 41% compared to 68% for non-low-income students. This is likely due to an increase in students taking AP courses in both student groups. Both student populations have seen a slight decrease between 2015 and 2018 in the percentage of students who pass the AP.

Overall, AP passage rates have decreased slightly from 60% to 57% over a six-year span. Rates have increased by



five percent for low-income students and 4.8 percent for non-low-income students.

Figure 3. AP Participating Students

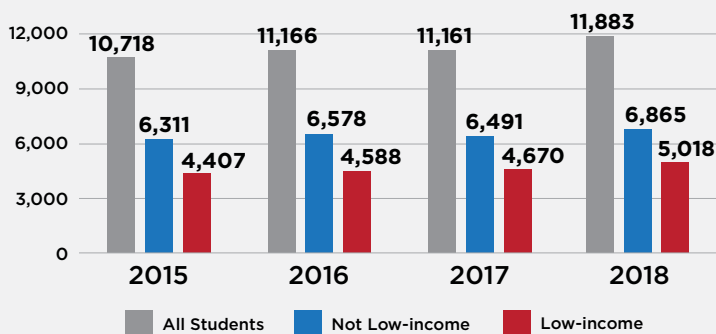
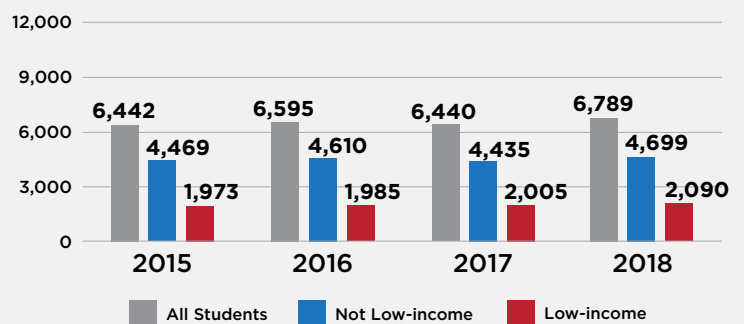


Figure 4. AP Passing Students



C. Students Are Being Reclassified at Higher Levels (Figs. 5 & 6)

See a summary below of Languages Other than English (LOTE) assessments and passage rates.

The number of students who have been reclassified, especially long-term ELLs, has decreased dramatically by 45% from 4,884 students in 2015 to 2,686 students as of March 2019 based on English Language Proficiency Assessments for California (ELPAC) results. One could attribute this significant progress for Long Term English Learners to the new reclassification processes put in place by the Office of Language Acquisition (OLA) and the restructuring of their role to allow for the spread of common, evidence-based practices around language development.

D. More Students are Completing the Languages Other Than English (LOTE) Assessment. (Fig. 7)

More students are taking and completing the LOTE assessment, which qualifies them for the world language requirement. The most significant increases in participation rates can be seen for Arabic, Tagalog and Vietnamese LOTEs. Passage rates are comparatively higher for 2017–2018 for Arabic (7%) students than Tagalog (4%) and Vietnamese (40%) students. Overall passage rates for all LOTE assessments for 2017–2018 reveal close to 300 students who would have had no way to show their existing language expertise under SDUSD’s previous LOTE offerings. Under the current system, many more students are not only able to be recognized for their language assets, but also placed on a college-ready track that might not have existed for them before.

Figure 5. Reclassification Rates for San Diego Unified

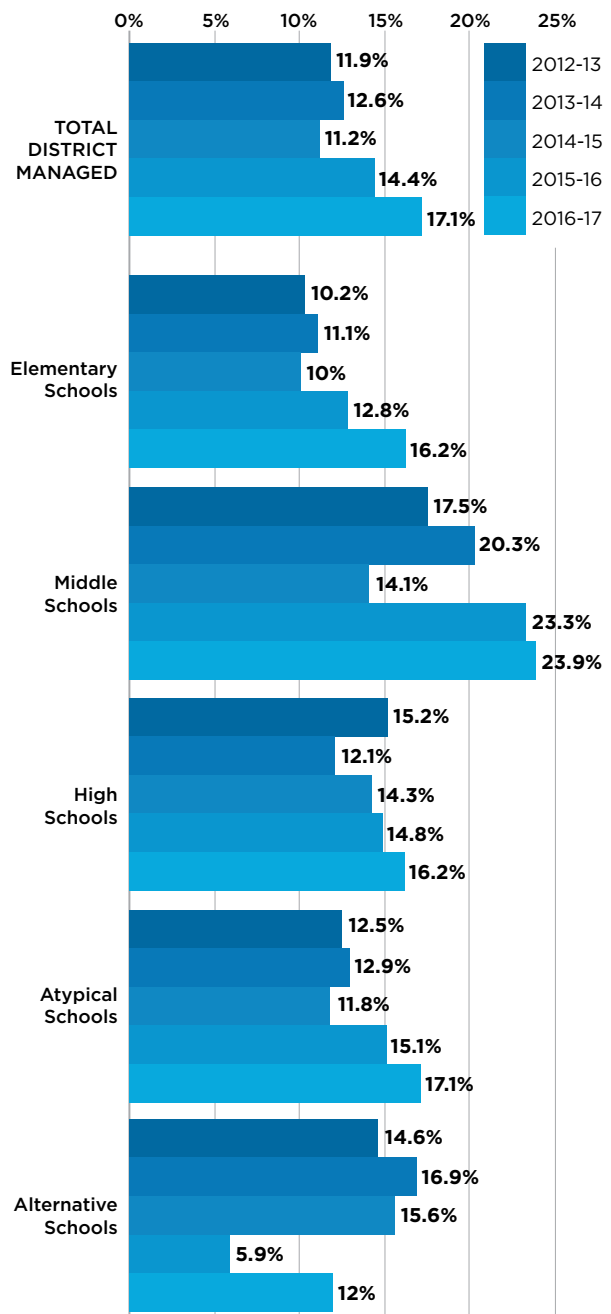


Figure 6. Long-Term English Learners in San Diego Unified (6+ Years)

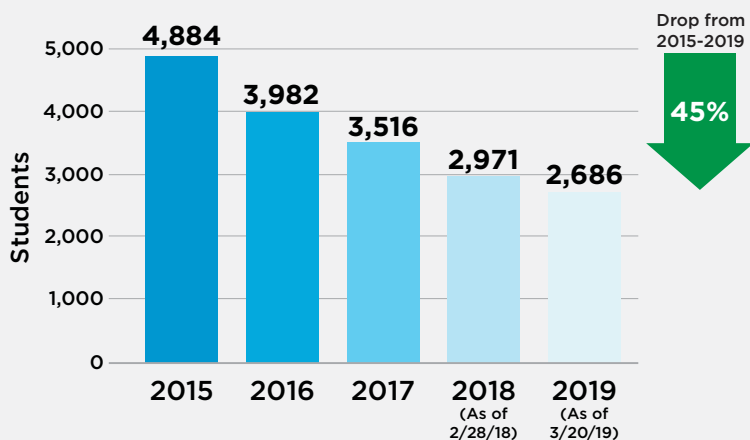


Figure 7. Summary of Languages Other than English Offered for 2016–2017





V. Ongoing Challenges

Despite significant progress for SDUSD in recent years, some obstacles beyond financial stability remain that will impact the ability of the district to fulfill its mission of meaningful learning and graduation for all students. Those obstacles are explained further below with examples from interviewees in the areas of *changing mindsets*, *school site implementation* and *redefining mastery*. District leadership is aware of these challenges and proactively pursuing solutions from the central office and at the school site level.

A. Changing Mindsets

The urgency for changing adult mindsets is a theme that was repeated frequently in interviews with central office leadership, local area superintendents, principals, teachers and students. The bias of some educators continues to have a negative impact on student learning at many schools (Peterson et al., 2016).¹⁵ SDUSD is grappling with how to help educators recognize when low expectations for students are present and how to address those perceptions about students in a productive way. A paradigm shift is needed from a teaching-centered process (i.e., what students learn, how they learn and how it is measured) to what Reynolds (2005)¹⁶ calls a learning-centered process

that focuses on the individual learner and their learning process. Area Superintendent Sofia Freire knows how low expectations for youth can stifle learning for all students, especially English Language Learners¹⁷ and special education¹⁸ students.

A major barrier has been adult beliefs about what is possible for each student—specifically whether or not they are capable of a meaningful graduation. Many of the systems we have had to unravel have been the result of adults sorting students into paths based on beliefs about what these students can and cannot do. Most of the students affected by this are our English Learners and special education students. The most astonishing thing has been that the greatest gatekeepers in terms of belief have been our secondary counselors.

An unanticipated challenge to school-level detracking and improving college readiness has been pushback from parents questioning whether their children can handle more demanding coursework. As one principal shared, it reminded her of the profound ways youth are affected by expectations both inside and outside the classroom environment. Parents and families can reinforce misplaced low expectations or question the capabilities of students, often based on their own experiences in school settings.

15 Peterson, E. R., Rubie-Davies, C., Osborne, D., & Sibley, C. (2016). Teachers' explicit expectations and implicit prejudiced attitudes to educational achievement: Relations with student achievement and the ethnic achievement gap. *Learning and Instruction, 42*, 123–140.

16 Reynolds, J. (2006). Learning-Centered Learning: A Mindset Shift for Educators. *Inquiry, 11*(1), 55–64.

17 Lucas, T., Villegas, A. M., & Martin, A. D. (2015). Teachers' beliefs about English language learners. *International handbook of research on teachers' beliefs*, 453–474.

18 Dávila, B. (2015). Critical race theory, disability microaggressions and Latina/o student experiences in special education. *Race Ethnicity and Education, 18*(4), 443–468.

In fact, low expectations can span across generations, something SDUSD has encountered.¹⁹ **Families’ fear of not having the right tools to adequately support the success of their children may be the underlying issue, not low family expectations.** This may necessitate a more systematic approach to establishing greater trust between schools and families. The need is greatest for school sites where existing ties between caretakers and school leadership are not as strong. For example, individual school leaders may have shown an extraordinary ability to work closely with families, but , those leadership skills aren’t consistent across the district. More deliberate training and capacity building will be needed to address some of the concerns surrounding parents trying to navigate a challenging and appropriate course load.

B. School Site Implementation

Marshall Middle School Principal Michelle Irwin explained earlier in the case study the inherent challenges in moving from a tracking, proficiency, and factory school model to a detracking, student mastery system. SDUSD has over 200 educational sites like Marshall Middle School. That means that each school site in the district is undergoing its own type of transformation. There’s no way the district can be intimately involved in each school’s reform process, regardless of the new structures the central office has put in place. Each school site has a great deal of autonomy that must be matched with strong leadership to support rigorous and college ready course offerings.

Each of the district’s 16 comprehensive high schools and seven alternative sites still face an uphill battle to implement the district’s ambitious detracking mission. That’s because high schools mirror the old learning structures that have historically sorted, but not educated students well. In addition to dealing with outdated organizational structures, local school-site leadership teams often have to juggle competing priorities that can make it difficult to focus on what matters most in schools (i.e., teaching and learning).

These competing priorities can include data reporting for the districts, state and federal government; budget decisions; personnel issues; or unexpected matters with students or parents. One administrator shared their struggle

to stay focused. The district will have to continue to reconsider which tasks are essential and which are less critical to meet the district’s goals.

Whether it’s teacher contracts, whether it’s fear of talking to our supervisor, not having that network of support, of having so much thrown at our plate, that gets in the way of executing and implementing all the ideal states.

C. Redefining Mastery for SDUSD

SDUSD’s focus on mastery also requires stronger classroom connections with students in order to appropriately gauge whether students are understanding content, whether they can apply new content, or whether they are merely being complacent based on course requirements and expectations. Some of this is already happening in many SDUSD sites where Career Pathways and Courses representing 15 industry sectors are receiving priority. In these settings, students are asked to apply academic and workplace skills and knowledge in an integrated fashion for careers including engineering, design, and education, child development and family services. In those courses, progress towards mastery is not just a hypothetical situation. Students can determine on their own whether they feel prepared to apply new knowledge in a workplace setting.

A student mastery learning vision for SDUSD will likely take many years before it becomes replicated across all 200 school sites and impacts the 100,000-plus students the district serves. However, the right conditions are in place to help SDUSD equip students with the right training to apply what they know in real-life settings, not just to recall classroom content. Grading practices present a unique opportunity to test out new thinking around student mastery. Marshall Principal Michelle Irwin shares how she is working with her team to look beyond compliance grading practices.

At Marshall, we really started changing compliance grading into grading for mastery. That has shifted a lot of mindsets. It has also upset parents from the students who have had great roots of “My child’s always been successful in Mathematics and English and so forth; what are you talking about, they’re not doing well?”

¹⁹ Hao, L., & Bonstead-Bruns, M. (1998). Parent-child differences in educational expectations and the academic achievement of immigrant and native students. *Sociology of Education*, 175–198.

Sometimes that's because either parents are doing the work when homework is given and then they come to school with this beautiful piece of homework and they automatically get that 10 points or whatever. Then the student who doesn't have the support at home comes to school and they get the zero and then that's how it starts separating. Our teachers give homework and so forth, but it's always optional.

Grading practices can also help uncover teacher bias and low expectations for low-income students of color. These forms of systemic racism can often represent a significant barrier to student mastery of content (Landsman, 2004).²⁰ Rob Meza-Ehlert, Vice Principal at the School of Digital Media and Design at Kearny High School understands the complexities of grading for all educators and a certain social pressure that exists among teachers to pass kids, even if they are doing them a disservice. As he puts it, it gives kids a false sense of ability, not only because they've passed a class but, more importantly, they are ill-equipped to take the next step in their educational trajectory.

I think there are a lot of teachers in the district that think equity means going easy on kids, and I actually think that's one of the worst things in terms of systemic racism. It's passing kids who shouldn't have passed, and that comes from my own experience as a young teacher at Lincoln.

I passed kids who couldn't write a paragraph, because I felt so much social pressure from teachers. "They're a senior; they've passed all our classes. I mean, look at how tough their life is. The fact that they made it to school today, it's a miracle. D–.

I felt horrible doing that, because I knew I was sending that kid with a diploma into a situation where they didn't have skills that matched the piece of paper. So I'm pretty passionate that if we're going to say you passed with a C, you better have skills that are equivalent to that.

Because otherwise we're just setting you up for a false sense of ability.

A mastery-based education model also requires deep professional expertise from teachers and, consequently, strong technical knowledge from the district. In the case of career pathways programs (a staple for the district), industry must be willing to roll up its sleeves to support district capacity building efforts. Few districts have been able to move to such a model, especially districts the size of San Diego. This doesn't mean that SDUSD shouldn't continue to push towards a competency model that better reflects the complex and dynamic world students will inherit. However, this underscores just how bold an agenda the district is undertaking to make mastery a goal for students of all learning levels.

20 Landsman, J. (2004). Confronting the racism of low expectations. *Educational Leadership*, 62, 28–33.



VI. Conclusion

SDUSD has been faced with very difficult decisions in recent years. However, the district has stepped up to the challenge, improving student achievement and access with less resources and growing needs. There is a common misconception that LCFF represented an influx of new state dollars for districts like SDUSD when it was signed into law in 2013. In other words, there's been an incorrect assumption that districts were immediately flush with cash when LCFF was signed. While LCFF did offer districts like SDUSD more flexibility and help to streamline budget reporting, it did not offer immediate relief to a district that was struggling to return to pre-recession funding levels.

Jonathan Kaplan (2018), a state budget expert, said it best recently, stating that “although the LCFF name includes the word ‘funding,’ the statute establishing the LCFF did not actually provide any. Rather, LCFF defined how the state allocates K–12 dollars by creating funding targets for a base grant per student to be provided to all California school districts, adjusted for the number of students at various grade levels.”²¹ Supt. Marten and her team have used the bold intent of LCFF and Vision 2020 to begin an ambitious process of detracking students so more SDUSD youth are prepared for college and a quality job. Without a clear focus and strong leadership, SDUSD's central office would be struggling to keep the district afloat after

hundreds of millions of dollars in cuts. But they're not. Instead, the district is embracing some of the hardest equity fights and working tirelessly to change SDUSD's culture.

Part of that culture shift is what SDUSD senior leader Cheryl Hibbeln describes as a “culture of redemption and revision.” In other words, districts need to give students more than one chance to show what they know. Educators also have to allow students to fail without the fear of failure and to see the value of revisions to do high quality work. These lessons offer good reminders for the sustainability of quality school systems, not just SDUSD's. Like their students, school systems must continue to improve and evolve in order to be successful. This requires investing in the success of young people, one student at a time. SDUSD is doing just that.

21 Kaplan, J. (2018). California Center on Budget and Policy. What Reaching LCFF Full Implementation Means and Why It Matters. Retrieved at <https://calbudgetcenter.org/blog/what-reaching-lcff-full-implementation-means-and-why-it-matters/>

Appendix A: Demographics and Staffing of SDUSD

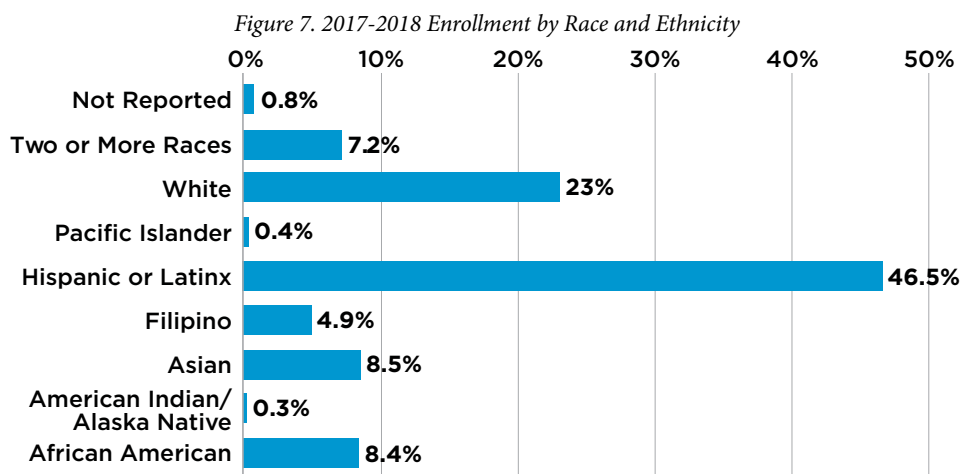
Demographics of SDUSD

Serving more than 130,000 students from preschool to high school with an annual budget of \$1.3 billion,²² San Diego Unified School District (SDUSD) is the second-largest district in California. It is an extremely diverse district, with more than 15 student ethnic groups and 60 languages and dialects. One in two students are Latinx and 60 percent of students are coming to school from low-income families. One in five students are learning a second language. A total of 7,000 students identify as homeless; approximately 700 students are in the foster care system; and 8,000 students are military dependents.

Staffing

SDUSD has more than 13,000 employees, including 6,000 teachers who serve in 117 traditional elementary schools, nine K–8 schools, 24 traditional middle schools, 22 high schools, 49 charter schools, 13 atypical/alternative schools and five additional program sites.

Student Profile



(2017–2018; California Department of Education)

Enrollment in 2017–2018: 126,400

Low-Income (FRP): 59.3 percent

English Learners: 22.6 percent (28,544)

Foster Youth: 0.2 percent

Enrollment:

Race and Ethnicity	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
American Indian or Alaska Native	352	355	338	298	400
Asian	11,014	10,944	10,932	10,855	10,703
Black or African American	12,593	12,085	11,604	11,087	10,634
Filipino	6,670	6,851	6,641	6,347	6,170
Hispanic or Latino	60,865	60,884	60,534	59,806	58,720
Native Hawaiian or Pacific Islander	784	729	669	572	556
None Reported	636	380	661	880	1,043
Two or More Races	7,253	7,515	8,204	8,848	9,069
White	30,136	30,036	29,797	29,347	29,105
Total	130,303	129,779	129,380	128,040	126,400

²² Local Control Accountability Plans (LCAP) 2018–19 https://www.sandiegounified.org/sites/default/files_link/district/files/dept/lcap/SDUSD%202018-19%20LCAP%20Adopted%206-26-18%20w%20Final%20Edits%20per%20SDCOE%208-24-18.pdf; San Diego LCAP infographic for 2016–17 school year with district financials can be retrieved at <https://drive.google.com/file/d/0B8QAbBkCxqrPVS05ZU1k-MHp5M1E/view>

Unduplicated Pupil Count of Free/Reduced-Price Meals, English Learners and Foster Youth

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Total	69,279	69,011	68,260	66,269	64,322
Percentage	62.5 %	63.3 %	63.4 %	63.1 %	62.5 %

Foster Youth Count

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Total	355	481	407	331	256

Staff

Teachers: 6,742 Student Teacher Ratio: 18.7:1

Teachers by Race and Ethnicity

Race and Ethnicity	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
American Indian or Alaska Native	39	31	34	32	N/A
Asian	284	299	299	305	N/A
Black or African American	336	324	319	308	N/A
Filipino	200	207	209	204	N/A
Hispanic or Latino	1,145	1,169	1,161	1,178	N/A
Native Hawaiian or Pacific Islander	29	28	30	28	N/A
None Reported	92	96	216	308	N/A
Two or More Races	32	40	42	39	N/A
White	4,542	4,443	4,448	4,340	N/A
Total	6,699	6,637	6,758	6,742	N/A

Schools

Elementary: 117 Middle School: 24 High School: 22 Alternative Education: 13

Budget

Total General Fund Budget Expenditures for LCAP Year 2017-2018: \$1,317,046,025

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year 2017-2018: \$1,307,431,635

Total Projected LCFF Revenues for LCAP Year 2017-2018: \$991,476,899

General Fund Revenues by Category

Category	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Federal Revenue	97,257,593	95,814,822	101,510,317	110,835,040	102,312,679
LCFF	777,393,443	851,976,637	943,847,632	970,604,541	986,647,296
Other Local Revenue	44,404,352	40,394,921	39,438,317	35,656,835	40,455,477
Other State Revenue	145,336,353	220,120,129	189,070,296	171,930,470	194,485,172
Total	1,064,391,741	1,208,306,509	1,273,866,562	1,289,026,886	1,323,900,624

Appendix B: Master Schedule Expectations

School: _____ Principal: _____ Area Superintendent's Initials: _____

Master Schedule Expectations: *Student-Centered and Equity-Driven*

2019 and Beyond

A-G Access

- All students are scheduled into A-G courses needed for graduation and college-ready requirements.

Maximizing Instructional Time

- The bell schedule is leveraged to support the instructional program by providing time for monitoring student learning. Alternative bell schedules such as a 4X4 block or a 7 period day provide students the opportunity to accelerate coursework, recover credits and engage in intervention supports within the school day. Schedules that include strong advisory and/or AVID programs provide opportunities for student goal setting, monitoring and mentoring, and the reinforcement and alignment of college/career readiness skills.

AP, IB and College Coursework

- School staff are acutely aware of the diversity gap in Advanced Placement or International Baccalaureate courses offered on site, and the master schedule team has established goals and targeted scheduling strategies to increase the diversity of students accessing AP/IB courses offered.
- College coursework opportunities are strategically built into the master schedule to expand offerings each year

Assessment and Intervention Support

- Student performance and diagnostic data are reviewed and used to determine which students need interventions within the school day to build the prerequisite skills to access the core curriculum.
- School-wide diagnostic assessments for student reading comprehension levels and algebra readiness levels are used to identify all student needs beyond student labels such as ELL and IEPs.

Common Planning Time within the School Day

- Preparation periods are strategically assigned to provide opportunities for teachers to collaborate during the school day. Common prep periods may be assigned by departments or grade-level interdisciplinary teams.

Eliminate Tracking and Limit the Stratification of Courses

- Master Schedule Teams, in partnership with the ILT, have approved a sequencing of courses that eliminates the possibility of tracking students and limits the number of stratifying courses within the same subject area, in an effort to maintain overall school demographic heterogeneities within each course offering.

English Learners and Students with IEPs

- Diploma-bound priority consideration of course offerings is given to ensure on-time graduation requirements are met.
- Students are grouped strategically and placed with expert teachers and BCLAD (for ELs) credentials to ensure curricular access through language supports.

Least Number of Teacher Preps Possible

- Taking into consideration that strong instruction begins with thorough lesson planning and preparation, limiting the number of preps for teachers facilitates better planning and instruction.

Maximizing Enrollment in Elective and Physical Education Courses

- Scheduling ensures an adequate number of elective and physical education course offerings, based on student enrollment and class size.
- Student choice and the variety within elective offerings do not supersede a student's academic needs and Student Course Offerings and Requests.
- The Master Schedule Team, in partnership with the Instructional Leadership, has a clear vision of which courses will be offered to all students prior to course requests being collected.

Middle School Course Completions

- Student scheduling in ninth grade utilizes the course completions in eighth grade (e.g., world language, math, music, STEM courses, AVID, etc.) to properly schedule incoming students.

Strategic Science Sequencing

- Sequencing of science courses in grades 9–11 includes biology, chemistry and physics (Health pathways may use PBS in ninth grade.) Science coursework is not selected to track based on mathematics performance.

Strategic Sequencing of CTE Courses

- CTE courses are an integral part of the instructional program, and the students enrolled in these courses are interested in pursuing a multiple-year sequence which includes foundational, intermediate and advanced courses.

Recovering Credits

- A thoughtful and strategic credit recovery plan which offers students a variety of methods for making up courses is developed and implemented. This plan includes viable and rigorous offerings within the school day and during the extended day, as well as through online opportunities and summer school offerings.

Strategic Staffing

- The placement of teachers within the master schedule ensures that the neediest students have access to the most effective teachers.

Physical Classroom Assignments

- Classroom assignments should support the site's instructional program, structure and teacher collaboration. A multi-year plan should be developed and implemented to ensure that classroom assignments are purposeful.

Appendix C: Master Schedule Expectations for Middle School

School: _____ Principal: _____ Area Superintendent's Initials: _____

Master Schedule Expectations: *Student-Centered and Equity-Driven*

2018 and Beyond

A-G Access

- All students are scheduled into world language (or equivalent) and mathematics A-G courses needed for graduation and college-ready requirements.

Alternative Bell Schedules

- Considering alternative bell schedules such as a 4X4 block or a 7th-period day provides students the opportunity to complete more courses throughout the school year. Alternative bell schedules provide schools with high failure rates a chance to offer more credit recovery, intervention opportunities and accelerated paths to advanced courses within the school day. Additionally, schedules that include strong advisory and/or AVID programs provide opportunities for student goal setting, monitoring and mentoring, and the reinforcement and alignment of college/career-readiness skills.

Assessment and Intervention Support

- Student performance and diagnostic data are reviewed and used to determine which students need interventions within the school day to build the prerequisite skills to access the core curriculum.
- School-wide diagnostic assessments for student reading comprehension levels and algebra readiness levels are used to identify all student needs beyond student labels such as ELL and IEPs.

Common Planning Time within the School Day

- Preparation periods are strategically assigned to provide opportunities for teachers to collaborate during the school day. Common prep periods may be assigned by departments or grade-level interdisciplinary teams.

Eliminate Tracking and Limit the Stratification of Courses

- The Master Schedule Teams, in partnership with the Instructional Leadership Team, have approved a sequencing of courses that eliminates the possibility of tracking students and limits the number of stratifying courses within the same subject area, in an effort to maintain overall school demographic heterogeneities within each course offering.

English Learners and Students with IEPs

- Diploma-bound priority consideration of course offerings is given to ensure on-time graduation requirements are met.
- Students are grouped strategically and placed with expert teachers and BCLAD (for ELs) credentials to ensure curricular access through language supports.

Least Number of Teacher Preps Possible

- Taking into consideration that strong instruction begins with thorough lesson planning and preparation, limiting the number of preps for teachers facilitates better planning and instruction.

Maximizing Enrollment in Elective and Physical Education Courses

- Scheduling ensures an adequate number of elective and physical education course offerings based on student enrollment and class size.

- Student choice and the variety within elective offerings do not supersede a student's academic needs and Student Course Offerings and Requests.
- The Master Schedule Team, in partnership with the Instructional Leadership, has a clear vision of which courses will be offered to all students prior to course requests being collected.

Strategic Science Sequencing

- Science coursework in grades 6–8 is prioritized for NGSS preparation.

CCTE Courses

- CCTE courses that support the HS and cluster pathways are prioritized.

Strategic Staffing

- The placement of teachers within the master schedule ensures that the neediest students have access to the most effective teachers.

Appendix D: Equity Audit Transcript Tool

San Diego Unified School District
_____ High School
“UC ‘a-g’ for All” Academic Review and Graduation Requirement Record

Student Name: _____ **Class of:** _____ **Counselor:** _____ **Dates of Review:** _____

Grade	A. History (6 credits required)	Grade Earned / In Progress
9 or 10	World History & Geography 1*	
9 or 10	World History & Geography 2*	
11	U. S. History 1*	
11	U. S. History 2*	
12	Government 1*	
12	Economics 1*	

Grade	B. English (8 credits required)	Grade Earned / In Progress
9	English 1*	
9	English 2*	
10	English 3*	
10	English 4*	
11	American Lit. 1*	
11	American Lit. 2*	
12	Senior Eng. 1*	
12	Senior Eng. 2*	

Grade	C. Math (6 credits required)	Grade Earned / In Progress
8 or 9	Integrated Math I A or Algebra 1*	
8 or 9	Integrated Math I B or Algebra 2*	
9	Integrated Math II A*, Geometry 1* or Algebra 1*	
9	Integrated Math II B*, Geometry 2* or Algebra 2*	
9-12	Integrated Math III A*, Geometry 1* or Int. Alg. 1*	
9-12	Integrated Math III B, Geometry 2* or Int. Alg. 2*	
9-12	Int. Alg. 1* or Pre-Calc. 1*	
9-12	Int. Alg. 2* or Pre-Calc. 2*	
12	Senior Math 1* (not required)	
12	Senior Math 1* (not required)	

Grade	D. Science (6 credits required)	Grade Earned / In Progress
9	Physics 1* or Adv. Physics 1*	
9	Physics 2* or Adv. Physics 2*	
10	Biology 1*	
10	Biology 2*	
11	Chemistry 1*	
11	Chemistry 2*	

Grade	E. Language Other Than English (4 credits required)	Grade Earned / In Progress
7-12	World Language 1*	
7-12	World Language 2*	
7-12	World Language 3*	
7-12	World Language 4*	

Grade	F. Visual/Performing Art (2 credits required)	Grade Earned / In Progress
9-12	VAPA 1*	
9-12	VAPA 2*	

Grade	G. College Prep Elective Completed through 3 rd year Science	See “D” Above

Grade	Physical Education (4 credits required)	Grade Earned / In Progress
9-12		
9-12		
9-12		
9-12		

***Can be UC “a-g” eligible if the course is on your school’s UC “a-g” list at the time of enrollment. Some schools have site-adopted courses that meet these requirements.**

Grade	Additional Elective Credits (8)	Grade Earned / In Progress
9-12		
9-12		
9-12		
9-12		
9-12		
9-12		
9-12		
9-12		
9-12		
Courses needing remediation for graduation or UC/CSU Eligibility and/or to meet credit expectations	Date or Session	Grade Earned / In Progress

ADDITIONAL REQUIREMENTS:
 Please Note: Additional requirements for diploma by June of graduation year:

- ____ 2.0 cumulative, weighted GPA in grades 9-12
- ____ 44 credits in grades 9-12
- To begin 10th Grade: 10 credits
- To begin 11th Grade: 21 credits
- To begin 12th Grade: 31 credits

Student Signature: _____

Parent Signature: _____



transformschoools.ucla.edu