



# **San Diego Unified School District**

## **Local Control and Accountability Plan “User Friendly” Version – 2014-15**

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June 24, 2014

## 1. Closing the Achievement Gap with High Expectations for All

All levels of the organization work to improve student achievement and close the achievement gap for all underperforming student groups

Metrics	Baseline	Improvement: 2014-15
EL reclassification rates and numbers at school and district level ( <u>Rates</u> )	District reclassification rate for 2012-13 was 10.5%. Rate for 2013-14 is not yet available.	<b>Baseline + 10%</b> District and school reclassification rates will increase by 10% from baseline.
EL Progress in learning English ( <u>Annual Measurable Achievement Objectives 1</u> )	District rate in 2013-14 for students making annual progress in learning English was 58.0%.	<b>Baseline + 5%</b> District and school rates will increase by 5% from baseline.
ELs Achieving Proficiency in English ( <u>Annual Measurable Achievement Objectives 2</u> )	District rate in 2013-14 for students achieving English proficiency was 43.5%.	<b>Baseline + 5%</b> District and school rates will increase by 5% from baseline.
Special education: Appropriate referrals and exit rates (measured by current IEP system and Comprehensive Evaluation Processes)	Baseline to be developed in 2014-15.	Establish baseline of special education exit and referral rates.
Grade 1 and 3 reading levels	Baseline to be developed in 2014-15.	Establish baselines for grades 1 and 3 students reading at grade level.
Early learning metrics	Baseline to be developed in 2014-15.	Identify metrics for early learning and establish baselines.
Student attendance rates	The districtwide attendance rate for 2012-13 was 96.2%.	<b>Baseline + .25</b> Increase the districtwide attendance rate by .25 points over the baseline.
California Assessment of Student Performance and Progress	Baseline to be developed in 2014-15.	Establish baselines for student performance in ELA and math on the Smarter Balanced assessments.
District developed assessments	Baseline to be developed in 2014-15.	Establish student performance baselines.
High school graduation	The districtwide cohort	<b>Baseline + 1 pt</b>

### Action and Services:

*Breaking cycles of historic underachievement is dependent on a districtwide commitment. San Diego Unified is poised to leverage key strategies that will assure students have the supports and services they need in order to take advantage of a full-range of post-graduation options and opportunities.*

1. Schools use multiple assessment measures to gauge student understanding and application of learning.
2. Schools set and monitor progress goals for all students and student groups.
3. High schools participate in Positive Behavioral Interventions and Supports processes and will develop strategic plans to improve both school climate and student behavior outcomes.
4. Early Learning Programs will define, develop, and assure the implementation of a well-articulated pathway from pre-school through grade 1.
5. Provide strategic supports at the earliest levels by lowering class size in grades TK - grade 3; provide targeted intervention and supports for at-risk learners; and, providing professional development for teachers directed at best first teaching, intervention, and support.
6. Improve outcomes for TK and kindergarten students with disabilities by providing access to age-appropriate educational opportunities with non-disabled peers.
7. Counselors and support staff monitor student access to advanced pathways.
8. Central office staff supports area superintendents, principals, and school staffs to access data and build

rates (CDE Reports)	graduation rate for 2013 was 87.8%.	Increase the cohort graduation rate by 1 point over the baseline.
High school dropout rates (CDE Reports)	The districtwide cohort dropout rate for 2013 was 5.2%.	<b>Baseline - 5%</b> Reduce the cohort dropout rate by 5% from the baseline.
On track for graduation	Baseline to be developed in 2014-15.	Establish criteria and baselines for high school students deemed on track for graduation.
Early Assessment Program results	The districtwide percentages of students "ready for college level courses" based on the Early Assessment Program in 2012-13 were: Math 12.1% and English 24.9%.	<b>Baselines + 10%</b> Increase the percent of students ready for college level courses, based on the EAP, by 10% over the baselines.
Middle school dropout rates (Grade 8)	The districtwide grade 8 dropout rate for 2013 was .13%.	<b>Baseline - 10%</b> Reduce the grade 8 dropout rate by 10% from the baseline.
Chronic absentee rates	The districtwide chronic absenteeism rate for 2013 was 8.1%.	<b>Baseline - 10%</b> Reduce the chronic absenteeism rate by 10% from the baseline.
Academic Performance Index (as allowed by AB484)	Per AB484, API was suspended in 2013-14.	The district will monitor statewide implementation of the API. If available, 2014-15 will be the baseline. If API becomes available in 2015-16, that would be the baseline.

a culture of data analysis across all schools.

9. Create and monitor the implementation of appropriate programs and services for students with disabilities.

10. All middle and high school students have a 6- or 4-year plan, respectively, that clearly articulate the courses students must complete to meet the A-G requirements including world language.

11. Central office and secondary school staffs work collaboratively to identify and implement best practices that improve the outcomes for 9<sup>th</sup> grade students at every high school.

12. Improve the outcome for students with disabilities. Specifically: (1) Increase the percentage of students who earn high school diplomas, and (2) increase the percentage of students participating in functional curricula, who, by the age of 22, transition into the community as contributing members.

**\$9.1 million**

## 2. Access to a Broad and Challenging Curriculum

*Students have equitable access to rigorous, well-rounded, standards-aligned curricula that assures readiness for a full range of post-graduation options.*

Metrics	Baseline	Improvement: 2014-15
Availability of standards aligned instructional materials	The percentage of classrooms with standards-aligned instructional materials in 2013-14 was 100%.	Maintain percentage of classrooms with standards-aligned instructional materials at 100%.
Completion of A-G course sequence with grades of C or higher ( <a href="#">CDE Reports</a> )	The percent of 2013 graduates who passed A-G courses with grades of C or higher was 49.8%.	<b>Baseline + 5%</b> Increase the percent of graduates who pass A-G courses with grades of C or higher by 5% over the baseline.
Completion of district course sequence (A-G) included in district graduation requirements for the classes of 2016 and later	Establish baseline by Fall 2014 for percent of Class of 2016 on track to meet district course sequence (A-G) graduation requirements.	Increase the percent of the Class of 2016 on track to meet district course sequence (A-G) graduation requirements by 10% over the baseline.
Advanced Placement -Participation rate -Passage rate ( <a href="#">Reports</a> )	The districtwide Advanced Placement (AP) course participation and passage rates for 2012-13, respectively, were 34% and 58%.	<b>Baseline + 5%</b> <b>Baseline + 5%</b> Increase the AP participation and passage rates by 5% over the baselines.
Increased enrollment and passage rates International Baccalaureate (IB), community college courses	Baseline to be developed in 2014-15.	Establish baselines for student enrollment and passage rates in IB and community college courses.
Career Technical Education (CTE) course sequence completion	Establish criteria and generate baseline for graduates meeting CTE sequence completion.	<b>Baseline + 10%</b> Increase the percent of graduates meeting CTE course sequence completion by 10% over the baseline.

### Action and Services:

*District actions and services focus on assuring access to rigorous, common core aligned education programs and materials that include opportunities for enrichment and enhanced study in areas of interest.*

1. Review, update and monitor the district's course of study to fully align with the Common Core and ELD State Standards, the Next Generation Science Standards, and the UC/CSU A-G requirements.
2. Provide for cohesive, coherent, and well-articulated programs and course pathways within and across grade levels.
3. Master schedules guarantee access to A-G courses leading to graduation and college/career readiness for all high school students, student groups and provide for a growing number of students to have access to advanced learning courses (e.g., Advanced Placement, International Baccalaureate, Honors).
4. School staff support students and families to plan and monitor courses to prepare them for graduation and post-graduation opportunities (e.g., 4-6 Year Plan, Naviance).
5. Provide for cohesive and coherent enhanced/extended learning opportunities including: Linked Learning, Career and Technical Education, Gifted and Talented Education, Advanced Placement, International Baccalaureate, Bilingual and Dual Language Programs, Visual and Performing Arts, Advancement Via Individual Determination, Science Technology Engineering Arts Math, and outdoor learning opportunities.
6. Develop and refine Common Core aligned curriculum maps, tools, and guides including access to quality digital tools and reputable online resources

			<p>in service of effective teaching and learning for diverse groups.</p> <p>7. Identify and provide standards-aligned instructional materials and resources.</p> <p>8. Provide increased access to school libraries.</p> <p>9. All levels of leadership and staff develop and implement curriculum, and educational collections and resources that provide programs and services that are inclusive of the needs of all students in the community they serve.</p> <p style="text-align: right;"><b>\$47.1 million</b></p>
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### 3. Quality Teaching

*Students have access to a highly effective teacher in every course and in every year.*

Metrics	Baseline	Improvement: 2014-15
Percentage of fully credentialed teachers	The percentage of fully credentialed teachers in 2013-14 was 100%.	Maintain the percentage of fully credentialed teachers at 100%.
Rate of teacher miss-assignments	The percentage of teacher miss-assignments in 2013-14 was 0%.	Maintain the percentage of teachers miss-assigned at 0%.
Quality Teaching Continuum (percentage of schools at 'Accomplishing')	Baseline to be developed in 2015-16.	Baseline to be developed in 2015-16.

#### Action and Services:

*Student success is dependent upon highly qualified teachers, effective teaching practices that support, extend, and enrich learning opportunities.*

1. Provide for effective teacher hiring, recruitment (including partnerships with local universities), and retention practices (including Special Education, Bilingual, and other hard to staff positions) and assure that teachers are properly assigned and supported.
2. Provide district support for beginning teachers, interns, and peer assistance to effectively teach diverse student groups.
3. Provide supports and training for special and general education staff that teach and support students with special needs.
4. Provide systems of support at the school and district level to enhance instructional practices, professional learning, attendance, and success.
5. Design Visiting Teacher Academies to build capacity of visiting teachers and develop a cohort of quality teacher candidates.
6. Cluster support teachers work alongside principals, teachers, and school staffs to build capacity around the Common Core and ELD State Standards, adult learning structures (Professional Learning Communities, Instructional Leadership Teams), technology integration, and effective teacher practice.
7. The Special Education Division works in concert with the Office of Leadership Development, area superintendents, and principals collaboratively to support schools in providing quality professional learning and instructional supports for students with disabilities.

**\$395.6 million**

**4. Quality Leadership**

*Quality leadership is evident at all levels of the system with a unifying vision that motivates, inspires, and empowers stakeholders to provide optimal student educational opportunities and outcomes.*

<b>Metrics</b>	<b>Baseline</b>	<b>Improvement: 2014-15</b>
Quality Teaching and Leadership Continuum (percent of schools at 'Accomplishing')	Baseline to be developed in 2015-16.	Baseline to be developed in 2015-16.
Leadership development opportunities for certificated and classified leadership cadres	Baseline to be developed in 2015-16.	Baseline to be developed in 2015-16.

**Action and Services:**  
*San Diego Unified is committed to supporting the development of highly effective leaders across settings and structures.*  
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1. Area superintendents and school leaders participate in a comprehensive professional development plan to support instructional leadership directed at improved teaching and learning in the classroom (e.g., the 5 Dimensions of Teaching and Learning, Learning Cycles, Leadership Practices).
2. School leaders participate in regular Professional Learning Communities to plan, design lessons, examine student data, and engage in collaborative learning structures and processes.
3. The content of professional development supports the effective implementation of the ELD State Standards and reflects school, district and state priorities including the integration of digital tools and relevant technology platforms.
4. Supports are provided at multiple levels of leadership to foster positive and collaborative student and staff relationships, positive school climate, and students' academic success.

**\$42.8 million**

**5. Professional Learning for All Staff**

*All staff members engage in ongoing professional study directed at standards-aligned teaching and learning.*

<b>Metrics</b>	<b>Baseline</b>	<b>Improvement: 2014-15</b>
Site generated annual Professional Development Plans	Criteria to be developed in 2014-15.	Establish criteria for annual professional development plans.
Quality Professional Learning for All Continuum (percent of schools at 'Accomplishing')	Baseline to be developed in 2014-15.	Development of Quality Professional Learning for All Continuum instrument and establish baseline for percent of schools at 'Accomplishing.'

**Action and Services:**  
*Professional development is provided to build capacity for effective leadership, teaching, and learning. The content of professional learning is aligned to and supports the effective implementation of the Common Core Standards and reflects district goals and state priorities.*

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1. Support site-based professional learning through Professional Learning Communities.
2. Provide cluster-level support and learning opportunities through Common Core Cluster Support Teachers and other district staff.
3. Schools develop, monitor, and refine a Site Professional Development Plan with a clear emphasis on the successful implementation of the Common Core and ELD State Standards and high levels of student achievement.
4. Establish Visiting Teacher Academies to develop a pool of well-trained visiting teachers.
5. Provide relevant professional learning for all support staff.
6. The Special Education Department, the Office of Leadership Development, area superintendents, and the Office of Language Acquisition collaborate to support schools in providing quality professional learning and instructional support for students with disabilities and English Learners.
7. Provide professional learning for teachers of early learners focused on quality reading instruction and research-based interventions.

**\$1.3 million**

**6. Parent and Community Engagement around Student Achievement**

*Parents and community members are engaged and work within and across schools to support student learning.*

<b>Metrics</b>	<b>Baseline</b>	<b>Improvement: 2014-15</b>
School Climate Survey	Baseline to be developed in 2014-15.	Establish criteria and baselines for various constructs (e.g., safety, welcoming) from available school climate surveys.
Parent use of Naviance and PowerSchool	Baseline to be developed in 2014-15.	Establish baselines for the percent of parents using the Naviance and PowerSchool parent portals.

**Actions and Services:**

*San Diego Unified recognizes and honors the critical role that that parents/guardians and community members play in the academic success of students.*

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1. Expand the range of meaningful opportunities for parents and community members to actively participate in school and district activities, including training for committees (e.g. School Site Council, District Advisory Council, District English Learner Advisory Committee).
2. Provide opportunities and resources for parents/guardians to support their children’s education at home and their role in preparing their children for college and career.
3. Expand the range of tools and training to access district resources (e.g., Naviance, school websites).
4. Improve district communication strategies and structures for timely and easy access to information, support, and resources.
5. Provide district family engagement opportunities that are attentive to and supportive of neighborhood culture, circumstance, and needs.
6. Expand and simplify access to the Quality Assurance Office for parents and community members to express concerns and issues and receive a timely response.
7. Translation and interpretation services are provided to facilitate effective communication.

**\$3.8 million**

**7. Quality Support Staff Integrated and Focused on Student Achievement**

*Learning communities are supported by classified and certificated staff on school campuses that contribute to high-level student achievement and quality neighborhood schools.*

<b>Metrics</b>	<b>Baseline</b>	<b>Improvement: 2014-15</b>
Professional development opportunities	Baseline to be developed in 2014-15.	Establish baseline of the number of professional development opportunities for district staff.
School Climate Survey	Baseline to be developed in 2014-15.	Establish criteria and baselines for various constructs (e.g., safety, welcoming) from available school climate surveys.

**Action and Services:**  
*San Diego Unified is committed to becoming a learning organization in which all staff share the responsibility for and contribute to student success.*  
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**1. Recruit, hire, support, and retain high quality site support staff (e.g., nursing, police services, health services, transportation, food services, landscape, custodial, paraprofessionals, school office staff).**

**\$75 million**

**8. Supportive Environments that Value Diversity in the Service of Students**

*Staffs and faculties provide for learning environments and instructional practices that are culturally responsive and which challenge bias.*

<b>Metrics</b>	<b>Baseline</b>	<b>Improvement: 2014-15</b>
School Climate Survey	Baseline to be developed in 2014-15.	Establish criteria and baselines for various constructs (e.g. safety) from available school climate surveys.
Cultural Proficiency	Baseline to be developed in 2014-15.	Establish baseline for the percent of district staff participating in cultural proficiency training.
Suspension <a href="#">Rates</a>	The districtwide suspension rate for 2012-13 was 4.8%.	<b>Baseline – 5%</b> Decrease the districtwide suspension rate by 5% from the baseline.
Number of <a href="#">Expulsions</a>	In 2012-13, the district had 213 expulsions.	<b>Baseline – 10%</b> Reduce the number of expulsions across the district by 10% from the baseline.

**Action and Services:**  
*Diversity is a hallmark of San Diego Unified. Our staff and student populations represent a range of cultures, ethnicities, races, languages, and worldviews*  
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1. Provide cultural proficiency training that recognizes personal bias and discriminatory practices.
2. Monitor district and school policies, practices, and services for evidence of bias or discriminatory practices and take appropriate corrective action.
3. Provide for school-based systems and supports that reflect varied student needs and interests.

**\$.9 million**

**9. High Enrollment of Neighborhood Students**

*Parents/guardians enroll children in the neighborhood school as their first choice because of high quality educational programs, a positive school climate, and student achievement results.*

<b>Metrics</b>	<b>Baseline</b>	<b>Improvement: 2014-15</b>
School enrollment patterns	Baseline to be developed in 2014-15.	Establish criteria and baseline.
Cluster articulation data	Baseline to be developed in 2014-15.	Establish baseline for the percent of students articulating to schools in their clusters.

**Action and Services:**  
*Communities feel welcome and are confident that their neighborhood school provides the highest quality teaching and learning.*  
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1. Assure that all schools are welcoming, attractive, safe, and well-maintained.
2. Promote the qualities of neighborhood schools through multiple media sources.
3. Monitor neighborhood enrollment, including reasons for any increase or decrease.
4. Set and monitor goals for new enrollment at all schools.
5. Provide high quality transitional kindergarten programs at all elementary schools.

**\$1 million**

**10. Digital Literacy**

*Students have access to and skill in applying technologies to leverage their learning.*

<b>Metrics</b>	<b>Baseline</b>	<b>Improvement: 2014-15</b>
Digital environment availability	Baseline to be developed in 2014-15.	Establish baseline for the percent of classrooms (students) with available instructional technology.
Student use of instructional technology		
Teacher Survey (i21)	In 2012-13, 75% of teachers rated themselves at level 4, 'Appropriation' on the 5-point rubric.	<b>Baseline + 5%</b> Increase the percent of teachers self-rating at level 4, 'Appropriation,' on the 5-point rubric by 5% over the baseline.

**Action and Services:**  
*Access to and the effective use of a variety of technologies plays an important role in the learning lives of our students – both in and out of school.*  
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1. Expand digital resources including timely replenishing of teacher and student devices, as well as maintaining and upgrading technology infrastructures.
2. Provide training for teachers, administrators, paraprofessionals, and support staff to effectively engage students in using a variety of digital resources to leverage learning.

**\$8.5 million**

**11. Neighborhood Centers with Services Depending on Neighborhood Needs**

*Schools are centers for extended learning and enrichment opportunities and provide academic and social services.*

Metrics	Baseline	Improvement: 2014-15
Extended learning/enrichment opportunities as reported by each cluster.	Baseline to be developed in 2014-15.	Establish baselines for the number of extended learning/enrichment opportunities in each cluster.

<p><b>Action and Services:</b>  <i>San Diego Unified Schools are used to extend and enrich learning and provide a hub for needed social and community services.</i></p> <p>-----</p> <ol style="list-style-type: none"> <li>1. Provide extended learning opportunities beyond the school day (e.g., tutoring, enrichment opportunities).</li> <li>2. Create community partnerships to support student and family engagement and learning.</li> <li>3. Solicit input from the community to assist in the identification of needed learning and social services.</li> </ol> <p style="text-align: center;"><b>\$.7 million</b></p>
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**12. Safe and Well-Maintained Facilities**

*Schools provide safe, well-maintained facilities and positive learning climates that support the academic, social, emotional, and physical needs of students.*

<b>Metrics</b>	<b>Baseline</b>	<b>Improvement: 2014-15</b>
Facilities Inspection Tool (% of schools at 'Good' or better)	The district percent of schools at the 'Good' or better rating in 2012-13 was 99%.	100% of schools will be at the 'Good' or better rating on the Facilities Inspection Tool.
Suspension <a href="#">Rates</a>	The districtwide suspension rate for 2012-13 was 4.8%.	<b>Baseline – 5%</b> Decrease the districtwide suspension rate by 5% from the baseline.
Number of <a href="#">Expulsions</a>	In 2012-13, the district had 213 expulsions.	<b>Baseline – 10%</b> Reduce the number of expulsions across the district by 10% from the baseline.
School Climate Survey	Baseline to be developed in 2014-15.	Establish criteria and baselines for various constructs (e.g., safety) from available school climate surveys.
School Safety Plan	In 2013-14, 100% of schools submitted compliant school safety plans.	Maintain 100% of schools with compliant school safety plans.

**Action and Services:**  
*San Diego Unified is developing a system and culture built on principles of positive interventions and supports. Positive learning climates, safe environments, and clean learning environments positively impact teaching and learning.*

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1. Assure that schools are attractive and clean.
2. Assure that school safety is a priority and led by school staff with the support of Police Services; School Safety Plans are updated annually.
3. Provide opportunities and supports for middle and high schools to implement restorative justice practices.
4. District and school staffs set goals to decrease suspension and expulsion rates, discipline referrals, and removal from classroom incidents and implement positive alternatives (e.g., Restorative Justice, PBIS).
5. The district will assess the impact of intense student behaviors and design a differentiated system of support for school staffs and students.

**\$77.4 million**

**13. District personnel and infrastructures support quality schools in every neighborhood, as described in Goals 1-12.**

State Priorities	Actions and Services:
<ol style="list-style-type: none"> <li>1. Student Achievement</li> <li>2. Parental Involvement</li> <li>3. Course Access</li> <li>4. Other Student Outcomes</li> <li>5. Basic Services</li> <li>6. Common Core Standards</li> <li>7. Student Engagement</li> <li>8. School Climate</li> </ol>	<ol style="list-style-type: none"> <li>1. Shift the practice of central office administration across units, programs, and departments to personalize and expedite services for schools.</li> <li>2. Central office administrators provide high-quality support, especially as it relates to the quality and timeliness of supports provided to school leaders.</li> <li>3. Develop the capacity of all central office personnel to support the improvement of teaching and learning including: Integrated Technology, Facilities Maintenance, Transportation, Human Relations, Labor Relations, Financial Services.</li> </ol> <p style="text-align: center;"><b>\$78.7 million</b></p>

**English Learners and Reclassified Students**

Goal	Actions and Services:
<p>Closing the Achievement Gap with High Expectations for All - <i>San Diego Unified is committed to providing our English Learners access to high quality educational programs designed to assure that they acquire proficiency rapidly and effectively and meet or exceed grade level standards for academic achievement and to ensure that Reclassified students, former English Learners, continue to achieve at high levels</i></p>	<p><b>Actions and Services:</b></p> <ol style="list-style-type: none"> <li>1. Central office staff will convene and lead an English Learner Task Force and organize and support a network of schools (with high concentrations of long-term English Learners) to focus on the prevention of and immediate supports for long-term English Learners and underperforming reclassified students.</li> <li>2. Develop and refine efficient data reporting tools and systems with the capacity to monitor the progress of English Learners, including long-term English Learners and reclassified English Learners.</li> <li>3. Establish a district and site goal for reclassification.</li> <li>4. Site administrators, English Learner Support Teachers, teachers, Instructional Leadership Teams, Professional Learning Communities, and support staff routinely use data to: (a) monitor the progress of English Learners including long-term English Learners, b) determine the short- and longer-term needs of English Learners, and (c) determine specific actions designed to accelerate language acquisition and learning for English Learners.</li> <li>5. Principals, teachers, and support staff participate in high quality professional development designed to support English language development and quality instructional practices for English Learners (e.g., Quality Teaching for English Learners); the Office of Language Acquisition, English Learner Support Teachers, and site staff support sustained and effective implementation of this learning at school sites.</li> <li>6. The Office of Language Acquisition, the Office of Leadership Development, area superintendents, Common Core Cluster Support Teachers, and English Learner Support Teachers collaborate to support schools in providing quality professional learning and instructional support for English Learners including: new arrivals, long-term and reclassified students.</li> <li>7. English Learner course placement and pathways are provided, refined, and monitored to assure access to appropriate secondary courses (e.g., English as a Second Language, Academic Language Development, advanced course options) to assure college and career readiness.</li> <li>8. Expand Academic Language Development course to more middle and high schools.</li> <li>9. Elementary sites provide dedicated instruction for English Language Development as well as instruction that expands and extends academic language development across the school day.</li> <li>10. English Learner Support Teachers implement and facilitate quality teaching and learning for English Learners, long-term English Learners and reclassified students in schools with higher concentrations of English Learners.</li> <li>11. The Special Education Trans-disciplinary Team provides training and support to schools for English Learners with disabilities and monitors and refines a comprehensive evaluation process for referrals, identification and placement, and appropriate services.</li> <li>12. Parents/families are engaged and informed of English Learner programs, services, and progress through school based and district parent committees, events, tools and resources, and learning opportunities.</li> </ol> <p style="text-align: center;"><b>\$20.6 million</b></p>

**Foster Youth**

<b>Goal</b>
<p>Closing the Achievement Gap with High Expectations for All - <i>Foster youth are intentionally identified, monitored, and supported through a dedicated district department, the Office of Children and Youth in Transition. This office orchestrates enhanced services and support for foster youth.</i></p>

<b>Actions and Services:</b>
<ol style="list-style-type: none"> <li>1. Provide resource teachers to monitor academic progress, behavioral data, and attendance rates of foster youth at high incidence schools.</li> <li>2. Partner at-risk youth with a mentor teacher to monitor attendance, behavior, and school performance.</li> <li>3. Provide direct and indirect interventions including tutoring and collaboration with social and community agencies.</li> <li>4. Provide professional development to all staff on laws and topics pertaining to foster youth (e.g., AB 490, graduation requirements, trauma informed care resources).</li> <li>5. Monitor enrollment and articulation to feeder schools to provide stability for students.</li> <li>6. Provide district staff with needed information, resources, and services to support the education of foster youth.</li> </ol>
<b>\$2.1 million</b>

**Low-Income Youth**

Goal	Actions and Services:
<p>Closing the Achievement Gap with High Expectations for All - <i>San Diego Unified recognizes that our low-income youth face greater challenges. Our schools can play a critically important role in assuring that these students graduate from high school with an array of needed academic, social, and emotional skills.</i></p>	<p><b>1. Provide increased services to 29 high need sites that serve a disproportionate number of low-income youth (lower class size in transitional kindergarten-grade 3, transitional kindergarten intervention programs, pre-school classes, nursing services, counseling services).</b></p> <p><b>2. Principals, teachers, and support staff build strong relationships between the school and the home through strong communication and home visits as needed.</b></p> <p><b>3. Principals, teachers, and support staff work collaboratively and diligently to create an inclusive, welcoming climate.</b></p> <p><b>4. Provide targeted services and supports including psychologists, counseling, special education resource staff, and health services.</b></p> <p style="text-align: center;"><b>\$20.6 million</b></p>

Actions/Services have started across the school district and require continuous development and improvement.

Actions/Services have started across the school district. New service delivery approaches are being researched and planned for the 2015-2016 .

Actions/Services have started on a small scale prior to implementing across the school district.

Actions/Services are being planned and will be implemented in the 2015-2016 school year.