San Diego Unified School District LEA Plan
2009-2014

2010-11 Review

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Local Education Agency (LEA) Plan - Revised during the 2010–11 School Year

The LEA Plan is a document that outlines activities that will be implemented to support the overall goals of San Diego Unified School District. Specific activities funded by categorical funding are identified for the purpose of accelerating the learning of our students of greatest academic and economic need. With the No Child Left Behind (NCLB) Act, districts are required to annually review their LEA Plans.

The Mission of San Diego Unified School District:

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

Goals

The Board of Education has created an overarching results goal that each student will achieve appropriate gains each year and be prepared for the next academic level. To accomplish this goal, the district has created two SMART (**S**trategic and specific, **M**easurable, **A**ttainable, **R**ealistic and **T**ime-bound) targets for improving student achievement:

1) By the year 2013, 70% of SDUSD students will meet or exceed grade level standards in English Language Arts (ELA)

-increase 2nd grade ELA percent proficient on California Standards Test (CSTs) from 49% to 70% over 5 years-**1st year target growth is 5%**
-increase 3rd grade ELA percent proficient on CSTs from 41% to 70% over 5 years-**1st year target growth is 6%**
-increase 8th grade ELA percent proficient on CSTs from 50% to 70% over 5 years-**1st year target growth is 4%**
-increase 9th grade ELA percent proficient on CSTs from 50% to 70% over 5 years-**1st year target growth is 4%**
-increase ELA CAHSEE percent scoring at proficient or higher from 50% to 70% over 5 years-**1st year target growth is 4%**
-reduce the achievement gap for African American students by half over 5 years-**1st year target reduction is 7%**
-reduce the achievement gap for Hispanic students by half over 5 years-**1st year target reduction is 8%**

May 2011

-reduce the achievement gap for Special Education students over 5 years-**1st year target reduction is 5%**
-reduce the achievement gap for socio-economically disadvantaged students by half over 5 years-**1st year target reduction is 7%**
-increase the percent of English Learners gaining one proficiency level each year from 46% to 70%- **1st year target growth is 5%**

2) By the year 2013, 72% of SDUSD students will meet or exceed grade level standards in Mathematics (Math)

-increase 2nd grade Math percent proficient on CSTs from 62% to 72% over 5 years-**1st year target growth is 2%**
-increase 3rd grade Math percent proficient on CSTs from 63% to 72% over 5 years-**1st year target growth is 2%**
-increase 7th grade Math percent proficient on CSTs from 47% to 72% over 5 years-**1st year target growth is 7%**
-increase first-time Algebra percent proficient on CSTs from 37% to 72% over 5 years-**1st year target growth is 7%**
-increase Math CAHSEE percent scoring at proficient or higher from 48% to 72% over 5 years-**1st year target growth is 5%**
-reduce the achievement gap for African American students by half over 5 years-**1st year target reduction is 7%**
-reduce the achievement gap for Hispanic students by half over 5 years-**1st year target reduction is 7%**
-reduce the achievement gap for Special Education students over 5 years-**1st year target reduction is 5%**
-reduce the achievement gap for socio-economically disadvantaged students by half over 5 years-**1st year target reduction is 5%**

3) By the year 2013 (class of 2012), the District graduation rate will be 90%. In order to achieve this SMART Goal, the percentage of students passing both portions of California High School Exit Examination (CAHSEE) must also be 90%. In addition, to achieve SMART Goals 1 and 2 at the high school level, 70% of students must score at the proficient level or higher on the English Language Arts portion of California High School Exit Examination (CAHSEE) and 72% must score at the proficient level or higher on the mathematics portion of California High School Exit Examination (CAHSEE).

In order to reach these goals, each school has been directed to create SMART goals specifically addressing the needs of their students. These goals will be part of each school's Single Plan for Student Achievement. Also, schools will identify specific strategies to support and accelerate student learning and professional development activities that will strengthen teaching and learning.

The District Assessment System

The district assessment system is made up of a combination of classroom, district and state assessments that produce comprehensive, credible, timely information. Every school is responsible for monitoring student performance using these assessments so that struggling students are identified early on and appropriate support is provided. The district comprehensive assessment system includes:

Short-Term Data: School and Classroom Level:

First and most importantly, teachers use the results from frequent formative assessments at the classroom level to identify and address student needs within a *reporting period* to allow for early identification of student needs.
Examples:

- screening assessments are used to monitor student progress towards meeting grade level in reading or mathematics to inform initial placement and grouping
- diagnostic assessments that ascertain the particular strengths and needs of students identified as struggling
- formative assessments (sometimes called progress monitoring assessments) to be conducted at the teacher's discretion at least every 2-3 weeks.

Medium-Term Data: District Level:

Benchmark assessments are used to monitor student progress towards meeting grade level standards across the district. Because these data are collected district-wide, teachers are able to compare how their students are progressing in comparison to others across the district. These benchmarks assess student progress at critical checkpoints throughout the academic year, so that teachers can make strategic adjustments to their instruction. These data are helpful for tracking student progress *within a single year*.
Examples:
- District Cumulative Benchmark assessments in mathematics and English Language Arts
- End-of-Course Exams
- The district also incorporates summative assessments that are tied to standards. These summative assessments help to measure to what extent a student has reached the expectations for a particular course and can be used for teacher planning. Teacher teams can also use the results of these exams (through item analysis, for example) to identify focus areas for instructional improvement.

Long-Term Data: State Level:

State-mandated, high stakes tests are summative in nature and, therefore, are not used to make daily instructional decisions. However, these data can be used in various ways to reliably understand *yearly* and *multi-year trends* in a school or district.
Examples:
- California Standards Tests (CST)
- California High School Exit Exam (CAHSEE)
- California English Language Development Test (CELDT)
- California Modified Assessment (CMA)
- California Alternate Performance Assessment (CAPA)

Standards-Based Report Card

A district developed standards-based report card is implemented in all elementary schools. The standards describe what a student should know and be able to do at each grade level in all subjects, and the report card is designed to provide parents more specific information regarding how their children are progressing.

The standards-based report card is helpful in multiple ways. First, it ensures that there is more consistency of expectations from teacher to teacher. Second, it helps teachers and students focus on the standards from the very beginning of the year, providing students with an opportunity to receive

additional support if they are not making adequate progress. Finally, and perhaps most importantly, parents learn exactly how their students are doing based on the standards. On the report card, parents learn whether or not their child is *proficient-* meaning that the child has met grade-level standards, *basic-* meaning that the child is approaching meeting the standards, *below basic-* meaning the child has not met the standards, or *advanced-* meaning the child has exceeded the standards. The report card also provides information to parents on student work habits.

Performance Goal 1R: Reading Proficiency by 2013-14

Goal Statement

All students will reach high standards, at a minimum, attaining proficiency or better in reading by 2013-14.

Monitoring Plan

The Deputy Superintendent of Academics, Area Superintendents, and the Office of Accountability will monitor the progress of student learning and professional development throughout the school year. Each school will use the district formative assessments as scheduled and a body of appropriate assessments to monitor student learning and implement student supports to address the learning needs.

Actions to Improve Student Achievement in Reading:			
Specific Actions	**Measures**	**Persons Responsible**	**Dates**
Alignment of curriculum and assessments with content standards • The Instructional Support Services Division, in conjunction with Special Education and the Office of Language Acquisition, will implement standards-aligned curriculum at grades K-8. These units of study provide explicit guidance and support for teachers on how best to deliver standards-based instruction at each grade level using state-adopted textbooks and other supplementary materials as needed. Each unit lists standards to be taught, offers a clear instructional objective, suggested materials, and instructional strategies for meeting the needs of all learners and assessments. • The Instructional Support Services Division will work on the development of common course syllabi and curriculum maps at the high school level for A-G courses, beginning with English 1,2 and English 3,4, and American Literature. The Instructional Support Services Division, in conjunction with Special Education and the Office of Language Acquisition, will provide ongoing professional development for teachers on implementation of the curriculum.	Completed units of instruction K-8. Evidence of professional development provided and observational notes regarding implementation of the units. Student achievement on benchmark assessments, end of course exams and the STAR tests.	Area Superintendents Instructional Support Services Division Office of Language Acquisition Special Education Division Office of Accountability Principals and Teachers	July 2011 – June 2012
Use of instructional strategies	Use of instructional	Instructional Support	July 2011 –

Actions to Improve Student Achievement in Reading:

Specific Actions	Measures	Persons Responsible	Dates
• The district is phasing in a new series of professional development for all teachers that will target essential instructional strategies aimed at ensuring that all students can access grade-level work. Practices go beyond instruction and include Response To Intervention (RTI), differentiation, effective use of cooperative learning structures, strategies to promote academic language, and targeted small group instruction (the focus areas will be defined based on student achievement data).	strategies in the classroom. Student achievement results on benchmark assessments, Standards-Based Report Card and the STAR Tests.	Services Division K-12 teachers of reading Site Administrators	June 2012
Implementation of strategic support and interventions • In order to ensure that all students are receiving the targeted support they need to meet grade-level expectations for student performance, the district will require that each school design and implement a Response to Intervention (RTI) model as part of their annual Single Plan for Student Achievement (SPSA). – Tier I- Universal Access- The district will support schools in ensuring that all students have access to a strong, common core instructional program that is engaging, rigorous, and standards-based. The program includes Response-to-Intervention (RTI) strategies, including re-teaching and re-testing, and targeted interventions. – Tier II- Targeted Supports- For students who are not making the expected progress towards grade-level standards, even with strong core instruction, additional, layered support will be provided in the form of targeted, explicit instruction. For the most part, this additional support will take place via targeted small group instruction within the classroom. In addition, all students in grades K-8 will be offered extended day reading support.	The three-tiered system of interventions will be observed and monitored at each of the schools. Benchmark assessments, Standards-Based Report Card, and STAR Tests results will be reviewed to determine the impact on student achievement.	Area Superintendents Site Principals Teachers School Site Councils Instructional Support Services Division Office of Accountability	July 2011 – June 2012
• Tier III- Intensive Intervention- For students who continue to struggle, intensive support will be provided that is more explicit			

Actions to Improve Student Achievement in Reading:			
Specific Actions	**Measures**	**Persons Responsible**	**Dates**
and specifically designed for individual students. Intensive intervention will include push-in or pull-out support by site-based specialists.			
• For Tiers II and III, the Instructional Support Services Division and the Office of Accountability have identified recommended implementation models and materials by grade level. These recommendations will serve as guidelines to help schools begin the design and implementation of their own systems of intervention. In the end, school principals and staff members must identify strategies to ensure success, as no one size-fits-all approach exists.			
• For students who are still not achieving by the end of the year (at critical grade levels – grades 1, 3, 5 and 8), an intensive intervention program will be provided during summer school.			
Access to technology as a tool for learning • The district has a state-approved Educational Technology Strategic Plan that provides a roadmap for the district to improve student academic achievement through the use of technology. The goals of the Plan include integrating technology into instruction, making classroom management more efficient, enhancing communication with parents and the community, preparing teachers to use technology as an integral tool to enhance and support their teaching, and providing the needed technology infrastructure.		Information Technology Division Educational Technology Department Instructional Support Services Division Area Superintendents	
• The 21st Century (i-21) Interactive Classroom Initiative is a multi-phase, five-year plan begun July 1, 2009. For each of the first three years, approximately 1,300 classrooms will have been updated, thus positively impacting teaching and learning for over 25,000 students and their teachers. The 21st Century (i-21) Interactive Classroom is an engaging interconnected learning environment designed to optimize student			

Actions to Improve Student Achievement in Reading:			
Specific Actions	**Measures**	**Persons Responsible**	**Dates**
access and participation by integrating mobile computing, audio, visual, and formative assessment technologies across the curriculum. The i-21 classroom is both relevant and advanced in technology implementation that maximizes flexibility and provides just-in-time functionality for student learning. The essential tools of the i-21 classroom include the pairing of Interactive White Board technology with student laptops to increase the ability to teach with technology, and to optimize student access and engagement. These tools allow the teacher to configure the learning environment according to the context of the student-centric work at hand to meet State standards and learn 21st century skills as thinkers, creators, designers, and builders. A strategic pervasive capacity-building implementation model will be utilized over a five-year period to transform more than 7,000 district classrooms into i-21 classrooms.			
• On May 26, 2009, the Board of Education approved an Initiative to close the digital divide at elementary sites and bridge the gap until Prop. S technology upgrades are completed at all sites. Utilizing State Facilities funding and external funding sources, the district provided 5-7 computer workstations in every elementary classroom. Through this Initiative, student increased access to an internet-connected computer has provided students with timely access to online education software and resources. The Initiative: 1) addressed the lack of computing resources in elementary classrooms, 2) changed instructional delivery in ways that will prepare students to learn, live, and work in the 21st century; 3) provided a scalable and sustainable bridging solution to provide students and teachers with access to affordable technology tools; and 4) prepares students to meet the NCLB mandate to be technologically proficient by the completion of grade 8.			

Actions to Improve Student Achievement in Reading:			
Specific Actions	**Measures**	**Persons Responsible**	**Dates**
The Initiative includes the use of network appliances in place of traditional computers. These appliances are easy to maintain and support; they are a proven technology that provide the same processing power as a computer at a fraction of the cost. These internet connected network appliances have no hard drive; all of the processing is done from servers located in the district's data center. Thus, software only needs to be loaded on the servers, not on every machine. As these network appliances have no moving parts, they require little maintenance, freeing up technicians to manage their servers and networks from a single location. Network appliances cost approximately $385, or half the price of a conventional computer, and one-third the price of a laptop. They have a usable life span of 7 to 10 years.			
• Technology goals and applications will be used in reading classes to: – Help students acquire and practice fundamental knowledge and skills, i.e., phonemic awareness and reading comprehension. – Utilize support programs for students not yet proficient.	Observational notes regarding implementation and student work.	Instructional Support Services Division Educational Technology Department Office of Accountability	
Professional learning • The Instructional Support Services Division supports effective literacy instruction through collaboration with site principals and lead literacy teachers, and teachers attending grade level professional development across the district. The Instructional Support Services Division will supplement job-embedded and site-specific supports through grade-level workshops/trainings and topic-specific workshops/trainings. Area superintendents will also help to provide professional development for principals and	Observations of classroom practice and professional development sessions. Analysis of benchmark assessment data and/or site developed assessments to determine the impact on student achievement.	Area Superintendents Instructional Support Services Division Site Administrators Teachers	July 2011 – June 2012

Actions to Improve Student Achievement in Reading:			
Specific Actions	**Measures**	**Persons Responsible**	**Dates**
instructional leadership team members on how to lead professional learning communities that focus on improving student outcomes, specifically for students who are struggling.			
Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents) • Staff, parents, and community are kept informed of improvements in English Language Arts through the Staff Bulletin, Friday Notes, and other publications that are available in hard copy and on the district website and are translated in a variety of languages. • Parents at Title I schools attend workshops/events to learn how to help their children become more powerful readers. These educational workshops (e.g., Parent University, Journey to Academic Success, Southeast Asian/Somali/Karen [Burmese] Programs) are held at the Harold J. Ballard Parent Center and other centrally located community locations. • Parent Academic Liaisons (PALs), funded at specific school sites, provide parents a series of "At Home with Learning" workshops offering specific was families can actively support literacy to increase comprehension, fluency and vocabulary acquisition at home. Monthly Family Fridays also engage parents and students together in grade specific reading, writing, listening, and speaking opportunities that parents are encouraged to continue using at home. • Parents at Title I schools attend Parent University to learn how to help their children with reading. Parent Academic Liaisons (PALs) at school sites provide parents with literacy kits and workshops. PAL positions are funded and allocated at the site level.	Collection of surveys, schedules, workshop registration forms, sign-in sheets, and evaluations. Summary of Annual Review of district Title I Parent Involvement Policy. District Title I Parent Involvement Policy – District Advisory Council subcommittee. Reports from Title I-funded District programs. Administrative Circular concerning Site Title I Parent Involvement Policy and Home/School Compact, District, Title I Parent Involvement Policy and Guidelines for Implementation.	Area Superintendents Instructional Support Services Division Communications Department Parent Outreach and Engagement Department Office of Accountability Enrollment Options Department Supplemental Educational Services Department Site Administrators Teachers Counselors	July 2011 – June 2012

Actions to Improve Student Achievement in Reading:

Specific Actions	Measures	Persons Responsible	Dates
• For students who are identified as "at risk" of not meeting grade level standards. within the first nine weeks of school, and no later than the first twelve weeks, teachers/counselors identify students, notify parents, initiate placement, and develop and implement a Learning Contract. • Parent representatives will serve on the District Advisory Committee (DAC) and participate in consultation regarding specific categorical programs and the related funding. • Parent Involvement policies (developed at the district and site levels) describe effective and comprehensive parent involvement activities to improve student achievement and performance, such as methods for parents to communicate with schools/ departments, and strategies for supporting their children at home. Parent involvement activities are aligned to the goals of each school and the overall district goals. • Eligible students attending Program Improvement Schools Years 1-5 are offered Choice opportunities to attend another public school and eligible students attending Program Improvement Schools Years 2-5 are offered opportunities to receive Supplemental Educational Services.	Single Plan for Student Achievement (SPSA) template: Area 4 Goal – Parent and Community Involvement. SPSA, Appendix E, Site Title I Parent Involvement Policy, Appendix F, Site Home/School Compact. District Advisory Council (DAC)/School Site Councils (SSCs) Member Database/Tracker. District Advisory Committee (DAC) Meetings: Agendas and Meetings.		
Auxiliary services for students and parents (including transition from preschool, elementary, and middle school) –		Area Superintendents Instructional Support Services Division Principals	October 2009-May 2010

Actions to Improve Student Achievement in Reading:

Specific Actions	Measures	Persons Responsible	Dates
• Summer school is designed for students who were recommended for retention in grades 1, 3, and 8 as required by the district's promotion/retention policy. • Summer school will be offered to a percentage of students scoring below basic on district assessments in grades 1, 3, 5/6 and 8. A credit make-up summer program will also be offered to students in grades 9-12 pending available funding. Program details include: - Summer school for grades 1, 3, and 8 is four weeks in length and occurs in the July/August timeframe to accommodate students from both year-round and traditional sites and provide students a "jump start" into the next school year.	A pre-test will be given at the beginning of summer school followed by a post-test at the end of the summer session to assess student academic growth.	Area Superintendents Instructional Support Services Division Office of Accountability Principals	July-August 2011
- Traditional instructional materials and on-line programs are provided for all students. - Summer school for the purpose of credit make-up will be provided; however, available funding will determine the breadth of program for students of grades 9-12. This six-week program would begin in June and end in late July. In addition, California High School Exit Examination (CAHSEE) preparation may be available. - Students may participate in a traditional instructional program or through the district's online credit make-up program. • High school students who are reading below grade level and need extra support in preparing for the reading portion of the California High School Exit Exam (CAHSEE) participate in specially designed support courses. Teachers of this course receive appropriate professional development on strategies to improve student reading and test performance. CAHSEE Preparation is			

Actions to Improve Student Achievement in Reading:			
Specific Actions	**Measures**	**Persons Responsible**	**Dates**
offered at high schools for students in grades 9-12 as part of the coursework during the school day, as part of the Extended Day Program and/or Summer School. • An eighth grade Retention/Promotion policy is being implemented to ensure students are better prepared for high school. This implementation began with students who were eighth graders in the 2006-07 school year.			
• Parent Support personnel are assigned to each Area Superintendent to provide support to parents. • Access to preschool is available to children who reside in neighborhoods near the district's lowest-performing schools. A high quality preschool program will ensure students enter Kindergarten with the ability to be successful. Principals of elementary schools with preschool/Child Development Center sessions will offer opportunities for the preschool teachers to work with primary teachers and monitor the achievement of students as they move from preschool to Kindergarten. **On-going Monitoring program effectiveness and student achievement** • In grades K-10, teachers will administer screening and diagnostic assessments at the beginning of the school year to ensure that student needs are identified early during the school year so teachers can provide appropriate early support and intervention. • In grades 1-8, and in algebra and geometry, teachers will administer common benchmark assessments to measure student progress toward meeting standards.	Collection of teacher and parent surveys California Standards Tests California Modified Assessment (CMA) California Alternate Performance Assessment (CAPA) Benchmark Assessments End-of-Course Examinations Developmental Reading Assessment (DRA) Writing and Reading	Early Childhood Education Department Instructional Support Services Division Office of Accountability Area Superintendents Principals Instructional Support Services Division Staff Office of Accountability	July 2011-August 2012

Actions to Improve Student Achievement in Reading:			
Specific Actions	**Measures**	**Persons Responsible**	**Dates**
	Assessment Profile (WRAP)		
• Program Improvement schools and Watch schools will be monitored quarterly using the state's nine essential program components supporting student academic achievement: 1. Use of State Board of Education adopted materials and interventions in English Language Arts and Math. 2. Instructional time. 3. AB 430 Administrator training: Module 1, Leadership and Support of Student Instructional Programs, through the County Office of Education, a local State Board of Education (SBE)-approved provider. Modules 2 and 3 are optional. This requirement is fulfilled when the participant completes 40 hours of institute training in the school/district-adopted English/reading language arts program or the intervention program and the school/district-adopted mathematics program. 4. Fully credentialed, highly qualified teachers. The district staffs most classrooms with fully credentialed, highly qualified teachers per the requirements of the No Child Left Behind (NCLB) Act of 2001. Pending state funding, the district will provide the SB 472 Professional Development Program through a State Board of Education (SBE)-approved provider. English/reading language arts teachers. (The program features the district's adopted core program and/or intensive intervention programs for English/Reading language arts for each teacher's grade level or program level.) 5. Student achievement monitoring system. 6. Professional development for teachers. 7. Lesson and course pacing schedule. 8. Monthly teacher collaboration.			

Actions to Improve Student Achievement in Reading:			
Specific Actions	**Measures**	**Persons Responsible**	**Dates**
9. Fiscal support. A district team of 4-5 people, possibly composed of the principal, Area Superintendent, Instructional Support Services representative, Performance Management and Evaluation Director, Monitoring and Accountability Reporting Resource Teacher, Office of Accountability Executive Director, and a school parent will do school walkthroughs to identify the existence and application of all nine essential program components. The team will discuss with principals the positive findings and recommend areas that need re-focus and improvement. This process will continue on a quarterly basis throughout the year. • Area Superintendents, principals, and curriculum managers will visit schools to analyze classroom practice and collect data on teaching and learning. A major function of the Area Superintendent is to train, assist, and monitor the effectiveness of principals as they organize and provide appropriate interventions and supports for students and teachers who are not performing at expected levels. • Data regarding student achievement will be collected and disaggregated by school, teacher, ethnicity, gender, etc. and analyzed by Area Superintendents, curriculum managers, principals and school staff to identify areas of instructional strength and improve areas of need. End-of Course Examinations are utilized districtwide and are analyzed to determine equity and calibration across the district.			
Targeting services and programs to lowest-performing student groups • Sites have the option to provide academic support classes to students who need additional support in reaching proficiency in English classes (middle and high school levels), based on intervention programs recommended by the Instructional Support		Area Superintendents Principals and School Staff Instructional Support Services Division Information Technology	

Actions to Improve Student Achievement in Reading:			
Specific Actions	**Measures**	**Persons Responsible**	**Dates**
Services Division. These courses provide the student with additional time to meet the course requirements and to receive any additional needed help.		Division Office of Accountability	
• High school students who are reading below grade level and need extra support in preparing for the reading portion of the California High School Exit Exam (CAHSEE) participate in specially designed support courses. Teachers of this course receive appropriate professional development on strategies to improve student reading and test performance.			
• Program Improvement Schools analyze their student data to determine the students who will be targeted for added support in a specific area of need. A variety of Response to Intervention Methodologies are used across the district's Program Improvement schools. The primary direct instruction ones include: push-in classroom support and tutorial support. Often interventions include computerized programs within the classroom in a lab environment. Some of the more frequently used include Learning Upgrade, Read 180, Skatekids, Jamestown Navigator, and Successmaker Reading. Students are assessed formally on a quarterly basis and informally within the classroom to monitor their progress and determine if instructional adjustments are necessary. This focused dual effort ensures that the students will have maximum support to accelerate their learning.			
• Title II, Part D of the federal *No Child Left Behind* Act (NCLB) established a primary federal goal for technology in education: To improve student academic achievement through the use of technology. The goal of this component of NCLB is to "Assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability."			

Actions to Improve Student Achievement in Reading:			
Specific Actions	**Measures**	**Persons Responsible**	**Dates**
• The objective of the district's state-approved Educational Technology Strategic Plan is to provide all students with adequate access to computing resources to meet their learning needs. To address this objective, the district has developed a long-term strategy designed to help prepare students to learn, live and work in the 21st century by providing them access to software tools and learning resources.			

Performance Goal 1M: Mathematics Proficiency by 2013-14

Goal Statement

All students will reach high standards, at a minimum, attaining proficiency or better in mathematics by 2013-14.

Monitoring Plan

Deputy Superintendent of Academics, Area Superintendents, and the Office of Accountability will monitor the progress of student learning and professional development throughout the school year. Each school will use the district formative assessments and a body of appropriate assessments as scheduled to monitor student learning and implement student supports to address the learning needs

Actions to Improve Student Achievement in Mathematics			
Specific Actions	**Measures**	**Persons Responsible**	**Dates**
Alignment of curriculum and assessments with content standards • The Instructional Support Services Division has established a support structure to ensure that mathematics instruction K-12 is aligned with state content standards. • Job-embedded instructional supports and site-specific professional development are organized, implemented, and monitored at each district elementary, middle-level, and high school by site principals, vice principals and teacher leaders.	Student achievement on benchmark assessments, end of course exams and the STAR Tests. Evidence of professional development provided and observational notes regarding implementation of the modules/units.	Instructional Support Services Division Office of Accountability Deputy Superintendents	July 2011 – June 2012
Use of instructional strategies • The Mathematics Framework for California Public Schools and other documents guide instruction, curriculum, and assessment, in order to ensure that students meet state content standards. Each classroom in which mathematics is taught will receive instructional materials and opportunities for teacher professional development that address state content standards.	Student achievement on benchmark assessments, end of course exams and the STAR Tests.	Instructional Support Services Division Instructional Materials Department Area Superintendents	July 2011 – June 2012
• Classroom teachers will organize the teaching of mathematics using the Lesson Map and will provide daily routines for students			

Actions to Improve Student Achievement in Mathematics

Specific Actions	Measures	Persons Responsible	Dates
to build independence. • The selection of consistent, high-quality curricula across the district ensures articulation of concepts and provides clear expectations for teachers to use instructional strategies that are appropriate and effective for the new materials. The Instructional Support Services Division has engaged teachers K-12 in the adoption and implementation of the following textbooks that address state content standards:			

- – enVision Math, K-5, Pearson Prentice Hall

- – Grade 6 Mathematics, Pearson Prentice Hall, 2008

- – Pre-Algebra, Pearson Prentice Hall, 2008

- – Algebra I, Pearson Prentice Hall, 2008

- – Algebra Connections, College Preparatory Mathematics (CPM), 2006

- – Geometry, Pearson Prentice Hall, 2008

- – Geometry, McDougal Littell, 2001

- – Algebra 2, Holt, Rinehart and Winston, 2004

- – Math Matters 3, Lynch and Olmstead, National Textbook, 2001

- – Workshop Statistics: Discovery with Data and the Graphing Calculator, 2nd ed., Key Curriculum Press, 2002

- – The Practice of Statistics (2nd ed.) with CD

- – Advanced Math: Precalculus with Discrete Math and Data Analysis, McDougal Littell, 1997

- – Precalculus, Prentice Hall, 2004

- – Honors Precalculus, 6th ed., Pearson/Addison Wesley, 2004-2005

- – Finite Mathematics and Calculus with Applications, Prentice Hall, 2002-2005

- – Calculus, Graphical, Numerical, Algebraic, Pearson Education,

Actions to Improve Student Achievement in Mathematics			
Specific Actions	**Measures**	**Persons Responsible**	**Dates**

Prentice Hall, 2003
 	
Additional classroom sets of textbooks will be purchased for all adoptions 2005 and beyond to enable students to keep textbooks at home.
 	
Implementation of strategic support and interventions
 	
• In order to ensure that all students are receiving the targeted support they need to meet grade-level expectations for student performance, the district will require that each school design and implement a Response to Intervention (RTI) model as part of their annual Single Plan for Student Achievement (SPSA):
 	
  – Tier I- Universal Access- The district will support schools in ensuring that all students have access to a strong, common core instructional program that is engaging, rigorous, and standards-based.
 	
  – Tier II- Targeted Supports- For students who are not making the expected progress towards grade-level standards, even with strong core instruction, additional, layered support will be provided in the form of targeted, explicit instruction. For the most part, this additional support will take place via targeted small group instruction within the classroom. In addition, all students in grades K-8 will be offered extended day Mathematics support.
 	
  – Tier III- Intensive Intervention- For students who continue to struggle, intensive support will be provided that is more explicit and specifically designed for individual students. Intensive intervention will include push-in or pull-out support by site-based specialists.
 	
• For Tiers II and III, the Instructional Support Services Division and the Office of Accountability have identified recommended
	Each school's RTI model will be observed and monitored.
	
	Benchmark assessments and STAR Tests results will be reviewed to determine the impact on student achievement.
		Area Superintendents
		
		Site Principals
		
		Teachers
		
		School Site Councils
		
		Instructional Support Services Division
		
		Office of Accountability
			September 2011-July 2012

Actions to Improve Student Achievement in Mathematics			
Specific Actions	**Measures**	**Persons Responsible**	**Dates**
implementation models and materials by grade level. The following interventions will also be offered: – Summer School will be offered for qualifying middle-level and high school general education students. Summer School will be offered to special education students that have "extended school year" marked on their Individual Education Programs (IEPs). A limited number of elementary and selected middle-level and high schools will hold Summer School. – California High School Exit Exam (CAHSEE) Preparation may be offered at all high schools for students in grades 9-12 as part of the Extended Day Program and/or Summer School. **Access to technology as a tool for learning** • The district has a state-approved Educational Technology Strategic Plan that provides a roadmap for the district to improve student academic achievement through the use of technology. The goals of the Plan include integrating technology into instruction, making classroom management more efficient, enhancing communication with parents and the community, preparing teachers to use technology as an integral tool to enhance and support their teaching, and providing the needed technology infrastructure.		Information Technology Division Educational Technology Department Area Superintendents Office of Accountability	
One objective of the plan is to provide all students with adequate access to computing resources to meet their learning needs. To address this objective, the district has developed a long-term strategy designed to help prepare students to learn, live and work in the 21st century by providing them access to software tools and learning resources. • The 21st Century (i-21) Interactive Classroom Initiative is a multi-phase, five-year plan begun July 1, 2009. For each of the first three years, approximately 1,300 classrooms will have been updated, thus positively impacting teaching and learning for over 25,000 students			

Actions to Improve Student Achievement in Mathematics			
Specific Actions	**Measures**	**Persons Responsible**	**Dates**
and their teachers. The 21st Century (i-21) Interactive Classroom is an engaging interconnected learning environment designed to optimize student access and participation by integrating mobile computing, audio, visual, and formative assessment technologies across the curriculum. The i-21 classroom is both relevant and advanced in technology implementation that maximizes flexibility and provides just-in-time functionality for student learning. The essential tools of the i-21 classroom include the pairing of Interactive White Board technology with student laptops to increase the ability to teach with technology, and to optimize student access and engagement. These tools allow the teacher to configure the learning environment according to the context of the student-centric work at hand to meet State standards and learn 21st century skills as thinkers, creators, designers, and builders. A strategic pervasive capacity-building implementation model will be utilized over a five-year period to transform more than 7,000 district classrooms into i-21 classrooms.			
• On May 26, 2009, the Board of Education approved an Initiative to close the digital divide at elementary sites and bridge the gap until Prop. S technology upgrades are completed at all sites. Utilizing State Facilities funding and external funding sources, the district provided 5-7 computer workstations in every elementary classroom. Through this Initiative, student increased access to an internet-connected computer has provided students with timely access to online education software and resources. The Initiative: 1) addressed the lack of computing resources in elementary classrooms, 2) changed instructional delivery in ways that will prepare students to learn, live, and work in the 21st century; 3) provided a scalable and sustainable bridging solution to provide students and teachers with access to affordable technology			

Actions to Improve Student Achievement in Mathematics			
Specific Actions	**Measures**	**Persons Responsible**	**Dates**

tools; and 4) prepares students to meet the NCLB mandate to be technologically proficient by the completion of grade 8.
 	
The Initiative includes the use of network appliances in place of traditional computers. These appliances are easy to maintain and support; they are a proven technology that provide the same processing power as a computer at a fraction of the cost. These internet connected network appliances have no hard drive; all of the processing is done from servers located in the district's data center. Thus, software only needs to be loaded on the servers, not on every machine. As these network appliances have no moving parts, they require little maintenance, freeing up technicians to manage their servers and networks from a single location. Network appliances cost approximately $385, or half the price of a conventional computer, and one-third the price of a laptop. They have a usable life span of 7 to 10 years.
 	
• Technology goals and applications will be used in mathematics classes to:
 	
   – Acquire and practice fundamental knowledge and skills.
 	
   – Demonstrate concepts, such as geometric constructions and graphical representations of relationships between variables.
 	
   – Access, collect, organize, and analyze quantitative data.
 	
   – Utilize support programs for students not yet proficient.
	Observational notes regarding implementation and samples of student work.	Instructional Support Services Division
		
		Educational Technology Department	

Professional Learning • Extensive professional development is scheduled each year during summer institutes, school year release days, and Saturdays for mathematics teachers to strengthen their pedagogy, improve their use of the district's curriculum and support materials, and increase their understanding of mathematics, including state content	Observations of classroom practice and professional development sessions. Analysis of benchmark assessment data and/or site developed assessments to determine the	Instructional Support Services Division Office of Accountability Early Childhood Education Department	

Actions to Improve Student Achievement in Mathematics			
Specific Actions	**Measures**	**Persons Responsible**	**Dates**
standards. • Teachers collaborate using lesson studies, i.e., they design a lesson together, teach it in their classes, discuss and evaluate it, and then re-teach. • Specialized professional development is provided to teachers and administrators in the Early Childhood Education Program. For the 2009-10 school year, the focus is to continue building a high-quality mathematics program for preschool age students, and provide professional development in the teaching of literacy. **Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents)** • Staff, parents, and community are kept informed of improvement in mathematics through Fact Sheets, Staff Bulletins, Community Newsletters and other publications that are available in hard copy and on the district website. • Parent University and Ballard Parent Center offer classes to help parents at Title I schools understand grade-level mathematics content and strategies they can use at home. Parent Academic Liaisons funded at specific sites also conduct workshops to help parents with mathematics so they can help their children at home.	impact on student achievement. Analysis of desired results and impact on student success in kindergarten. Collection of evaluations and surveys from parents participating in the various opportunities.	Instructional Support Services Division Communications Department Office of Accountability Parent Outreach and Engagement Department Site Administrators	September 2011-July 2012
• For students who are identified as "at risk" of not meeting grade level standards within the first nine weeks of school, and not later than the first twelve weeks, teachers/counselors identify students, notify parents, initiate placement, and develop and implement a Learning Plan. • Many schools involve parents in Family Math/Math nights. Parents come to school to participate in mathematics with their children and learn about the mathematics that their children are		Teachers Counselors Supplemental Educational Services Department	

Actions to Improve Student Achievement in Mathematics			
Specific Actions	**Measures**	**Persons Responsible**	**Dates**
experiencing. • Parent representatives serve on the District Advisory Committee (DAC) and participate in consultation regarding specific categorical programs and related funding. Parent Involvement policies (developed at the district and site levels) are implemented to meet the specific needs of parents when communicating with schools/departments and when supporting their students at home. Parent involvement activities are aligned to the goals of each school and overall district goals. • Eligible students attending Program Improvement Schools Years 1-5 are offered school choice opportunities to attend another public school. Eligible students in Program Improvement Schools Years 2-5 are offered opportunities to receive Supplemental Educational Services.			
Auxiliary services for students and parents (including transition from preschool, elementary, and middle school) • Summer school will be offered to students recommended for retention grades 1,3, and 8 as required by the district's promotion/retention policy. • Pending available funding, summer school will be offered to a percentage of students scoring below basic on district assessments in grades 1,3, and 8. A credit make-up summer program will also be offered to students in grades 9-12. Program details include: - Summer school for grades 1, 3, and 8 is four weeks in length and occurs in the July/August timeframe to accommodate	A pre-test will be given at the beginning of summer school followed by a post-test at the end of the summer school session to assess student academic growth.	Area Superintendents Instructional Support Services Division Office of Accountability Principals	July-August 2011

Actions to Improve Student Achievement in Mathematics			
Specific Actions	**Measures**	**Persons Responsible**	**Dates**
students from both year-round and traditional sites and provide students a "jump start" into the next school year. - Supplemental instructional materials and online programs are provided for all students. - Summer school for the purpose of credit make-up may be available, pending funding, for students in grades 9-12. This six-week program would begin in June and end in late July. In addition, California High School Exit Examination (CAHSEE) preparation may be available. - Students can participate in a traditional instructional program or through the district's online credit make-up program.			
Ongoing Monitoring • Visit classrooms and analyze instructional practice. Instructional Support Services Division staff will train, assist, and monitor the implementation of standards-based instruction and provide appropriate supports for students and teachers who are not performing at established district levels. Data regarding student achievement will be collected and disaggregated by school, teacher, ethnicity, gender, etc. and analyzed by Area Superintendents, Instructional Support Services staff, principals and school staff to identify areas of instructional strength and improve areas of need.	STAR Tests California High School Exit Examination Mathematics Diagnostic Testing Project (MDTP) District developed performance assessments Mathematics Benchmark Exams Evaluation of Data using DataDirector	Area Superintendents Instructional Support Services Division Principals Office of Accountability	
• Program Improvement schools and Watch schools will be monitored quarterly using the state's nine essential program components supporting student academic achievement: 1. Use of State Board of Education adopted materials and interventions Math.			

Actions to Improve Student Achievement in Mathematics

Specific Actions	Measures	Persons Responsible	Dates
2. Instructional time.			
3. AB 430 Administrator training: AB 430 Administrator Training Program, Module 1, Leadership and Support of Student Instructional Programs, through the County Office of Education, a local State Board of Education (SBE)-approved provider. Modules 2 and 3 are optional. This requirement is fulfilled when the participant completes 40 hours of institute training in the school/district-adopted English/reading language arts program or the intervention program and the school/district-adopted mathematics program.			
4. Fully credentialed, highly qualified teachers. The district staffs most classrooms with fully credentialed, highly qualified teachers per the requirements of the No child Left Behind (NCLB) Act of 2001. Pending state funding, the district will provide the SB 472 Professional Development Program through a State Board of Education (SBE)-approved provider. (The program features the district's adopted core program for mathematics for each teacher's grade level or program level.)			
5. Student achievement monitoring system.			
6. Professional development for teachers.			
7. Lesson and course pacing schedule.			
8. Monthly teacher collaboration.			
9. Fiscal support.			
A district team of 4-5 people, possibly composed of the principal, Area Superintendent, Instructional Support Services representative, Performance Management and Evaluation Director, Monitoring and Accountability Reporting Resource Teacher, Office of Accountability Executive Director, and a school parent will do school walkthroughs to identify the existence and application of all nine essential program components. The team will discuss with principal the positive			

Actions to Improve Student Achievement in Mathematics			
Specific Actions	**Measures**	**Persons Responsible**	**Dates**
findings and recommend areas that need re-focus and improvement. This process will continue on a quarterly basis throughout the year. **Targeting services and programs to lowest-performing student groups** • Students who are below grade level in Algebra entering grade 9 are placed in an Algebra exploration course. • Sites have the option to provide academic support classes for students who need additional support in reaching proficiency in Mathematics classes (middle & high school levels). These courses provide the student with additional time to meet the course requirements and to receive any additional needed help. Instructional Support Services Division support staff provide any needed professional development for these teachers. • High school students who are below grade level and need extra support in preparing for the mathematics portion of the California High School Exit Exam (CAHSEE) will participate in a specially designed support course held during the school day, before or after school. Teachers of the course will have additional professional development on strategies to improve student learning and test performance.		Instructional Support Services Division Educational Technology Department Office of Accountability	July 2011 – June 2012
• Program Improvement Schools analyze their student data to determine the students who will be targeted for added support in a specific area of need. A variety of Response to Intervention Methodologies are used across the district's Program Improvement schools. The primary direct instruction ones include: push-in classroom support, and tutorial support. Often interventions include computerized programs within the classroom in a lab environment. Some of the more frequently used include Learning Upgrade, Aleks Math, Destination Math, and Successmaker Math. Students are assessed formally on a quarterly basis and informally			

Actions to Improve Student Achievement in Mathematics			
Specific Actions	**Measures**	**Persons Responsible**	**Dates**
within the classroom to monitor their progress and determine if instructional adjustments are necessary. This focused dual effort ensures that the students will have maximum support to accelerate their learning.			

Performance Goal 2: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

The San Diego Unified School District (SDUSD) uses the results from the California English Language Development Test (CELDT) to monitor the English language acquisition of its English Learners (ELs), the STAR Tests of English Language Arts (CST-ELA), to monitor their progress in literacy, and the CST-Mathematics, to monitor their progress in mathematics. The results from those assessments, along with a broad range of additional tests across all subject areas, guide the design and implementation of district programs for ELs. Regardless of program participation, all ELs are expected to achieve Reclassified Fluent English Proficient (RFEP) status within five years of first enrollment in the district.

SDUSD follows California state guidelines and offers three distinct programs for K-12 students who are ELs. The overarching goal of all three programs is to promote (1) the acquisition of high levels of English language proficiency, and (2) grade-level achievement in the core curriculum. In all three of the programs ELs receive concentrated instruction in the use of the English language that is appropriate for their grade and English language proficiency level, as well as Specially Designed Academic Instruction in English (SDAIE) to help further their access to grade-level core curriculum. Such instruction must be provided by teachers with advanced training and state certification in special strategies to help students increase their English proficiency and learn academic subjects taught in English (CLAD or equivalent authorization). In addition, parents may apply to have their child participate in a bilingual program where English Language Development (ELD), SDAIE, and instruction in the primary language is provided by BCLAD (or equivalent) authorized teachers.

One of the instructional programs offered to ELs at all schools is the **Structured English Immersion (SEI)** program. SEI is an enriched English program that is designed for ELs who are at the earlier levels of English language proficiency, as well as ELs who are close to attaining reasonable fluency in English. In most cases, SEI program students are clustered and purposefully placed according to English language proficiency level in grade-level classrooms that include native and fluent speakers of English. In these SEI "clusters," ELs typically make up about 1/3 of the total students in the class.

The **Mainstream English Cluster (MEC)** program is for ELs who have acquired reasonable fluency in English and are at higher levels of proficiency. Many such students are continuing from a SEI program. MEC students are clustered together in grade-level classrooms that include native and fluent English speakers. The daily ELD instruction targets high-level academic English.

SDUSD currently offers an **Alternative Bilingual** program for Spanish speaking ELs at a number of elementary schools. Students learn in both Spanish and English and maintain interaction with students enrolled in other programs. Spanish language continues to be used at each grade level, while the percentage of daily instruction in English increases over time. An approved Parental Exception Waiver is required for participation in this program. Approval for, and placement in, the Bilingual program is based on the individual merits of each application.

Planned Improvement in Programs for LEP Students and Immigrants (Title III)

NCLB Title III Required Activities	Description of how the LEA is meeting or plans to meet this requirement	Measures	Persons Responsible
1. Per Sec. 3116(b) of NCLB, this Plan must include the following: a. Describe the programs and activities to be developed, implemented, and administered under the subgrant award.	With the availability of supplemental Title III funds, in September of 2004 the district launched phase one of a newly created English Learner Support Teacher (ELST) program by assigning ELSTs to select district elementary schools. The program has continued and expanded since then to include 92 schools at the elementary, middle, and senior high levels, with plans to expand to additional schools in 2008-09. The role of the ELST is to provide direct services that promote academic achievement of ELs. ELSTs contribute their professional expertise, as it relates to the teaching and learning of EL students, to their assigned sites(s). ELSTs work closely with students, as well as site administrators, teachers, support staff, and parents. A sampling of direct student services and supports provided by ELSTs is listed below: • Serve as an on-site resource and contact person for EL issues at the assigned site(s); • Plan and deliver supplemental English Language Development (ELD) instruction and/or Specially Designed Academic Instruction in English (SDAIE) to targeted students; • Collaborate with the principal and instructional leadership team supporting and providing professional development related to the teaching and learning of ELs, analyzing EL data, and monitoring EL student achievement;	California English Language Development Test (CELDT) Data End-of-Year Principal Survey English Learner Advisory Council (ELAC) Agendas and Sign-Ins	Office of Language Acquisition Staff Area Superintendents Principals of English Learner Support teacher (ELST)-Program Schools Instructional Support Services Division
	• Facilitate and/or provide demonstration ELD lessons, modeling, side-by-side teacher coaching, using data to		

NCLB Title III Required Activities	Description of how the LEA is meeting or plans to meet this requirement	Measures	Persons Responsible
	inform instruction, lesson study, SDAIE and ELD planning, etc., on a routine basis. • Use data to plan, implement, monitor, and assess support mechanisms pertinent to instruction and achievement of ELs. • Assist with administration, analysis, and interpretation of the California English Language Development Test (CELDT) and other language assessments. • Create and/or maintain and sustain a fully functioning and meaningful English Learner Advisory Committee (ELAC) and attend monthly evening District English Learner Advisory Committee meetings together with the site's parent representative. • Schedule, plan, and conduct meetings for parents of ELs to facilitate the diffusion of knowledge regarding EL program options, reclassification and other EL achievement issues.		
b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122.	As described above, the district focuses its efforts on promoting ELD and achievement of the academic standards established for each grade level. Specific supports and services that are provided to meet these objectives include the following: • Secondary ELs. While it is true that most district ELs make timely progress in learning English and reaching standards, there are many "long-term" ELs at the secondary level. Therefore, at the secondary level, in particular, a key area of need is in building teacher capacity to provide effective instruction across all content areas for the	Analysis of benchmark and/or site developed assessments to determine the impact on EL student achievement.	Office of Language Acquisition Staff Area Superintendents Secondary Site Administrators

NCLB Title III Required Activities	Description of how the LEA is meeting or plans to meet this requirement	Measures	Persons Responsible
	district's diverse group of EL students. The district's Office of Language Acquisition (OLA) has begun to focus on addressing ELD and access to core curriculum for secondary ELs by establishing a partnership with the WestEd research institute and its Quality Teaching for English Learners (QTEL) program. QTEL provides multi-year, comprehensive professional development institutes in all core subject areas for secondary teachers of ELs and secondary site administrators. QTEL improves the ability of teachers to support the linguistic, conceptual, and academic development of secondary ELs. It is grounded in a body of research and provides an academic framework that offers intellectual challenges to students, as well as supports that strengthen teacher knowledge. Details about the QTEL program, including the research base that supports it, can be found at www.wested.org.		Secondary Teachers of ELs
	The district has been exploring and identifying essential instructional factors and practices that all district teachers should employ. These practices are already incorporated into QTEL (e.g., collaborative/ cooperative learning, strategies for engagement, scaffolding, differentiation, using key visuals/graphic organizers, relevance and motivation, high expectations with appropriate support). These research-based practices are appropriate and necessary for all students who are underachieving, and particularly for secondary ELs. QTEL will serve as a principle element of our secondary level professional development plan for high quality "Tier I" instruction. The district provides targeted professional development, resources and materials, and curriculum supports for English as a Second Language (ESL) teachers at the middle and senior high level, including specific support for summer intensive language programs. Students are provided with additional resources to	Professional Development Agendas and Sign-in Sheets Participant Workshop Evaluations	

NCLB Title III Required Activities	Description of how the LEA is meeting or plans to meet this requirement	Measures	Persons Responsible
	accelerate English proficiency. New Arrival Centers have also been established at four high schools,. These centers provide very focused and intensive intense ELD as well as transitional services for secondary newcomers and their parents.	Analysis of benchmark assessments and CELDT annual assessments to determine the impact on students' acquisition of English. Parent evaluations of transitional services.	Office of Language Acquisition Staff New Arrival Center Administrators New Arrival Center Teachers
	• **Elementary ELs.** The district has collaborated with the California Reading and Literature Project and EL Achieve to improve the capability of teachers of elementary ELs and elementary site administrators. OLA will continue working to achieve its goal of involving every elementary classroom teacher of ELs in a *Focused ELD (FELD)* two-day professional development institute, which provides specific training and materials for systematically developing English proficiency. FELD is research-based and part of a comprehensive program for ELs. It is designed to develop a solid foundation in the English language and to increase students' ability to communicate in English for a broad range of social and academic purposes. Funds will be used to provide the FELD institutes and support materials to all elementary teachers of ELs (as well as secondary ESL teachers). Effective ELD instruction will support achievement in other content areas by teaching ELs the language skills to successfully engage in content learning. Additional follow-up support professional development and consultation is provided by the district's FELD certified	Analysis of benchmark and/or site-developed assessments to determine the impact on EL student achievement. CELDT data	Office of Language Acquisition Staff Elementary Area Superintendents Elementary Site Administrators Elementary Teachers of ELs

NCLB Title III Required Activities	Description of how the LEA is meeting or plans to meet this requirement	Measures	Persons Responsible
	presenter team, in collaboration with the site principal and ELST. This follow-up support ensures teachers of ELs have a deep understanding of FELD guiding principles and are readily able to implement the program, and that principals will have the skills they need to continue on-site coaching to monitor, strengthen and improve provision of explicit, daily focused ELD instruction as well as the expansion of English across the curriculum.		
c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for: i. Meeting the annual measurable achievement objectives described in Section 3122; Making adequate yearly progress for limited-English-proficient students (Section	Additional professional development and supplemental resources and materials are provided for the Alternative Bilingual Program teachers and students. Specific professional development using the Spanish-English Bilingual Transfer (SEBT) approach and materials, developed by the California Reading and Literature Project, is provided to bilingual teachers. Supplemental materials for literacy and core content areas are also provided. The district follows California state guidelines for annually assessing the English language development of each EL as well as measuring academic proficiency. Under NCLB the district, specifically EL program staff, has expanded previously existing accountability strategies. The expanded strategies include the funding of an educational research specialist in the Research and Evaluation Department to: • Monitor the progress of ELs with respect to English language acquisition and academic achievement, and • Report student and school level findings to parents, schools and the larger community in the form of reports now available at each school site through DataDirector and the district's website.	CELDT Data DataDirector Reports Master Plan for English Learners	Office of Language Acquisition Staff Area Superintendents Office of Accountability Site Administrators ELSTs Site EL Coordinators Teachers of ELs

NCLB Title III Required Activities	Description of how the LEA is meeting or plans to meet this requirement	Measures	Persons Responsible
1111(b)(2)(B);			
ii. Annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting state academic standards and student achievement (Section 1111(b) (1).	The findings of the educational research specialist are disaggregated by years of enrollment or overall proficiency level, grade level, and primary language groups. All schools are provided electronic access to annual school-wide summaries and classroom-level reporting on the performance of their ELs and former ELs (i.e., those reclassified to English-fluent status). Sample reports and an orientation to them are provided through DataDirector training. In addition, ELSTs are trained annually by Research and Evaluation staff to monitor the progress of ELs. ELSTs in turn provide training for certificated staff at their assigned site(s). As a result, Title III funding has been used to support sites' efforts in analyzing and using statistical data to determine teaching and learning strengths and challenges, and for EL program monitoring and improvement.		
d. Describe how the LEA will promote parental and community participation in LEP programs.	OLA provides direct and indirect support for, and advancement of, the District English Learner Advisory Committee (DELAC) and all site English Learner Advisory Committees (ELACs), which are required at every school with 21 or more EL students. Title III funds are used to provide resources (including translation and interpretation services) to fully implement and sustain this support. Key elements of OLA's support services are listed below: • Provide clear and timely information (e.g., circulars, training materials) regarding ELAC membership and configuration requirements. • Provide numerous opportunities to attend a comprehensive training series (fall, winter, and spring sessions which build upon one another) for site	Surveys, schedules, workshp registration forms, meeting minutes, and sign-in sheets. Dissemination of Administrative Circular concerning ELAC and DELAC ELAC Response Forms State Categorical Program Monitoring	Office of Language Acquisition Staff Area Superintendents Site Administrators ELSTs DELAC representatives

NCLB Title III Required Activities	Description of how the LEA is meeting or plans to meet this requirement	Measures	Persons Responsible
	administrators, ELAC advisors, and ELAC chairpersons. • Ensure that all eligible sites appropriately select representatives for the District English Language Advisory Committee (DELAC). • Expect ELSTs to attend all DELAC meetings and to encourage and assist site parent representatives to join them in attending. • Provide "homework" for DELAC meeting participants to facilitate the process by which parent representatives and others relay key information to the site and follow through to ensure the ELAC is able to advise the principal and staff on important EL issues in a timely manner.		
2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c). The effectiveness of the LEP programs will be determined by the increase	• Provide individual support to site staff and advisory group leadership, to ensure strong, positive EL parent involvement. In addition, ELSTs have played an active role in generating and supporting parent involvement for EL parent involvement of ELs and, as a result, attendance at DELAC meetings has increased dramatically. The district will continue to offer the following EL program options designed to help ELs raise their proficiency in the English language and to support them in attainment of grade-level content standards: • *Structured English Immersion (SEI)* - designed for ELs at the earlier levels of English proficiency. • *Mainstream English Cluster (MEC)* - designed for ELs at the higher levels of English proficiency. • *Alternative Bilingual Program* - for ELs at all levels of proficiency with approved Parent Exception Waivers.	Master Plan for ELs Elementary Student Assignment Cards Secondary EL Placements and Pathways Zangle Class Rosters CELDT Data CST Data	Office of Language Acquisition Staff Area Superintendents Site Administrators Teachers of ELs Secondary Counselors

NCLB Title III Required Activities	Description of how the LEA is meeting or plans to meet this requirement	Measures	Persons Responsible
in: • English proficiency; and • Academic achievement in the core academic subjects.	All three programs provide a systematic program for ELD and access to standards-based curriculum in all subject areas. ELs participating in SEI and MEC programs are expected to meet ELD standards for their respective proficiency levels each year, and to increase one level per year. SEI students who achieve reasonable fluency in English move on to MEC.	DataDirector EL Progress Reports State Categorical Program Monitoring	
	SEI and MEC students are expected to meet or approach state grade-level content standards in the core subject areas as they meet or approach the Early Advanced level of English proficiency. ELs who reach the CELDT Early Advanced or Advanced English proficiency levels, and are at or near grade level in core subject areas, are reclassified to Reclassified Fluent English Proficient (RFEP). Bilingual program students are expected to attain state grade-level content standards in core subjects and language proficiency in English commensurate with SEI and MEC program students. The district is committed to providing language-learning opportunities that build on student strengths, recognizing home language and culture are valued resources that serve as key tools in achieving academic success. The district recognizes that academic knowledge transfers across languages and provides access to grade level core curriculum.		
3. **Provide high quality professional development:** • Designed to improve the instruction and assessment of LEP	Teachers and site administrators will continue to attend ongoing professional development focused on improving the teaching and learning of ELs. The professional development is designed so participants can explore the most effective, scientifically based instructional strategies for accelerating the achievement of ELs, implementation of ELD and SDAIE	Professional Development Institute Modules Surveys, schedules, workshop registration forms, sign-in sheets	Office of Language Acquisition Staff Area Superintendents Instructional Support Services

NCLB Title III Required Activities	Description of how the LEA is meeting or plans to meet this requirement	Measures	Persons Responsible

children;
 	
• Designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for LEP students;
 	
• Based on scientifically based professional development;
 	
• Long-term effect will result in positive and lasting impact on teacher performance.
	strategies, and the analysis and use of individual student and site-level data to improve program implementation. QTEL, Constructing Meaning, and FA/SELD PD, as described in 1b above, will continue to be offered to individuals and school site teams. In addition, support and differentiation for English learners is built into the professional development provided by district Instructional Support Services Division staff - specific to the content area (e.g., mathematics, science, English language arts, and social studies). Specific professional development offerings include:
	
	• *English Language Development*
	
	  – Focused ELD (described above)
	
	  – Follow-up ELD (described above)
	
	  – Secondary ESL (described above)
	
	  – New Arrival Center - Ongoing for NAC teachers (on site and Professional Learning Communities)
	
	  – ESL - Professional learning communities - secondary
	
	  – WRTE Institute - writing support (including materials) designed for ELs
	
	  – Academic Language Development - ALIAS and included in District ELA Units
	
	  – English Language Support Teachers (ELSTs) - monthly professional development to support supplemental ELD
	
	• *Access to Core-Curriculum/Achievement*
	
	  – Quality Teaching for English Learners (QTEL) (described above)
	
	  – Spanish-English Bilingual Transfer (SEBT) (described above)
	
	  – Secondary ESL (described above)
			Division
			
			Site Administrators
			
			English Learner Support Teachers (ELSTs)

NCLB Title III Required Activities	Description of how the LEA is meeting or plans to meet this requirement	Measures	Persons Responsible
	– New Arrival Center - Ongoing for NAC teachers (on site and Professional Learning Communities) – CAHSEE Prep - Specific to ELs and students needing support to pass the California High School Exit Examination – Core-curriculum - Differentiation for English learners (described above) – English Language Support Teachers (ELSTs) - monthly professional development to support supplemental ELD • *Data, Assessment, and Instruction* – Administrators - Professional Development Conference and site-based – Standards Based Report Card - elementary – California English Language Development Test (CELDT) - Administration, scoring, and analysis – On-site data analysis - Professional Learning Communities, grade-level teams (to inform instruction) – Secondary Placement and Pathways - counselors, administrators, ELSTs – English Language Support Teachers (ELSTs) - monthly professional development to support supplemental ELD		
	SEI, MEC, and Bilingual program teachers are required to hold supplementary authorization to teach ELs. In addition, the district encourages administrators, resource teachers, and academic support teachers to obtain such authorization. ELSTs are required to fully participate in an intensive, week-long summer training program and attend monthly full-day, scientifically based professional development sessions that		

NCLB Title III Required Activities	Description of how the LEA is meeting or plans to meet this requirement	Measures	Persons Responsible
	focus on EL program implementation and increasing EL student achievement. This monthly professional development enables ELSTs to assist the principal in supporting teachers and EL instruction with consultation, modeling, side-by-side coaching, lesson study, and grade-level planning. It also teaches them how to bring EL instruction expertise and an EL "lens" to their participation in professional learning communities and Leadership Teams.		
4. Upgrade program objectives and effective instruction strategies.	**Yes or No? If yes, describe:** The district has established a dedicated EL department, known as the Office of Language Acquisition (OLA), which is organized and staffed to specifically target EL needs. (For the previous seven years, EL issues had been managed under the "umbrella" of a more general department.) The work of OLA focuses on supporting ELs to attain full proficiency in English as efficiently and effectively as possible and to meet state standards for academic achievement. General categories for which OLA provides leadership are listed below: • State and federal mandated requirements for ELs. • Curriculum and instructional services for ELs that develop English and academic proficiency (includes curriculum writing and on-site programs and support for ELD instruction) and collaboration with district departments to provide access to core instruction/academic achievement. • Bilingual and Dual Language Enrichment Programs. • Professional Development for Teachers of ELs • Supporting Involvement and Engagement for Parents of ELs • Staffing, developing, and supporting the English Learner	Master Plan for ELs State Categorical Program Monitoring	Office of Language Acquisition Staff Site Administrators Teachers of ELs

NCLB Title III Required Activities	Description of how the LEA is meeting or plans to meet this requirement	Measures	Persons Responsible	
	Support Teacher Program OLA staff supports the work of site administrators in ensuring that differentiated instruction for, and increased responsiveness to, ELs during planning and instructional time occurs on a consistent and ongoing basis.			
5a. Provide tutorials and academic or vocational education for LEP students. **5b. Provide intensified instruction for LEP students**.	**Yes or No? If yes, describe:** The district has provided summer school opportunities, targeting students who are failing classes. Beginning with the summer of 2009, specially-designed, six-week summer school courses will be offered to all high school ELs at the early levels of language proficiency (Beginning, Early Intermediate). The summer courses are (1) ESL Remediation, for students who did not pass their ESL course during the year; (2) ESL Intervention, for students who passed their ESL course during the year, but need to increase the rate of their attainment of English; and (3) ESL Acceleration - for students who want to take the next course in their ESL sequence to further their progress towards high school graduation and meeting A-G requirements for college. Students in category 3 will be able to complete regular ESL courses during the summer at an accelerated pace in order to begin participating in mainstream English classes in the fall. In addition, ELs in grades 1,3, 5 and 8 participate in summer school programs designed to increase English proficiency as well as develop key academic skills in ELA and mathematics. As a consistent presence in the Response to Intervention (RTI) Tier 2 support system, ELSTs accelerate student gains in ELA and ELD by working with targeted students in supplemental instruction (push-in and/or pull-out small groups) and by co-teaching with teachers of ELs. They	Analysis of benchmark and/or site developed assessments to determine the impact on EL student achievement. Student Transcripts and Credits Recovered	Office of Language Acquisition Staff Site Administrators Teachers of ELs ELSTs Counselors	

NCLB Title III Required Activities	Description of how the LEA is meeting or plans to meet this requirement	Measures	Persons Responsible
	provide additional opportunities for targeted ELs to use increasingly precise and complex English language structures and forms, both orally and in writing. They also provide intensive supplementary ELD support for upper elementary and secondary students who are new to school and to English. The district's New Arrival Centers (see number 6 below) also provide intensive language instruction for secondary ELs who have recently arrived in the United States.		
6. **Develop and implement programs that are coordinated with other relevant programs and services.**	**Yes or No? If yes, describe:** The district programs for English learners, core programs and supplemental services are designed to work together to create coordinated and articulated levels of support for all ELs. ELSTs are able to assist in providing and ensuring coordinated support services for ELs at the school site level. At the district level, OLA staff and district departments regularly collaborate to ensure coordinated services. Additional district programs that support ELs include: **Primary Language Enrichment Program:** This extended day program provides an additional venue for literacy development in the primary language, which transfers and contributes to increased literacy in English. The program goal is to develop academic competence and proficiency in the primary language, a positive self-image, and a positive attitude towards cultural diversity. Parents at both schools that have piloted the program for the past two years strongly support its continuation and expansion.	Analysis of benchmark and/or site developed assessments to determine the impact on EL student achievement and CAHSEE passage rates.	Office of Language Acquisition Staff Site Administrators Teachers of ELs English Learner Support Teachers (ELSTs)

NCLB Title III Required Activities	Description of how the LEA is meeting or plans to meet this requirement	Measures	Persons Responsible
	New Arrival Centers (mentioned above)**:** The district began phase one of this program in the fall of 2008 with centers established at two district high schools. The purpose of the New Arrival Centers is to provide intense ELD as well as transitional services for secondary newcomers and their parents. The program focuses on secondary immigrant students who have low-level English skills and/or minimal formal education in their native countries. These older students must learn English, take required content courses, and catch up to their native-English speaking peers before high school graduation. The New Arrival Centers are designed as an intensive, one-year experience. With the support of New Arrival Centers and school staff, students leave the program and move into the school's EL program with continuing ESL and core curriculum support.		
	High School Graduation Coaches: Each comprehensive high school has a certificated staff member specifically charged with supporting graduation goals. These Graduation Coaches intimately get to know students at risk of not graduating in a timely manner. They run an online credit recovery program, ensure students make up classes they need in order to receive a diploma, and assist to prepare students to pass the CAHSEE.		College, Career and Technical Education Department Dropout Prevention Department Graduation Coaches Counseling Department Secondary Counselors
	Project Recovery: During the first two weeks of the school year, teams of central office staff, school counselors, and administrators visit the homes and work places of district students who were on our rosters at the end of the previous school year, but did not return to school.		

NCLB Title III Required Activities	Description of how the LEA is meeting or plans to meet this requirement	Measures	Persons Responsible
	Students are tracked down and they and their parents are counseled about the benefits of, and supports for, returning to school. Options such as independent study, credit recovery, virtual high school, and Middle College High are presented to students. Team leaders are charged with reviewing each potential dropout's cumulative folder to determine what credits the student needs to graduate. This information is shared with the student, parents, counselors, and support staff and this network of supporters creates an individual plan to help the student get back on a graduation pathway. **Career and Technical Education:** The district offers career and technical education programs that assist students in making a successful transition from secondary education to college and/or a career. The overriding vision is to incorporate 21st century skills that truly prepare students to succeed in post-secondary education, the workplace, and community life, keeping America internationally competitive. Its mission is to prepare our future workforce to be viable in the global market. The district's Career and Technical Education Program improves student achievement by enhancing the educational experience through integrating core academic subjects with relevant and challenging technical and occupational knowledge. The current focus is the development of small learning communities based o a variety of academic themes founded on academic rigor, relevant content, and meaningful student-to-student/student-to-adult relationships in an innovative environment. These academically themed communities provide a personalized learning experience that accelerates students' achievements and leads to		

NCLB Title III Required Activities	Description of how the LEA is meeting or plans to meet this requirement	Measures	Persons Responsible
	creativity, imagination, and innovation.		
7. **Improve the English proficiency and academic achievement of LEP children.**	**Yes or No? If yes, describe:** As described above, all programs for ELs have as a central goal, the improved English proficiency and academic achievement. The district offers the following EL program options designed to help ELs raise their proficiency in the English language and support them in attaining grade-level content standards: • *Structured English Immersion (SEI)* - designed for ELs at the earlier levels of English proficiency. • *Mainstream English Cluster (MEC)* - designed for ELs at the higher levels of English proficiency. • *Alternative Bilingual Program* - for ELs at all levels of proficiency with approved Parent Exception Waiver.	Analysis of benchmark and/or site developed assessments to determine the impact on EL student achievement. CELDT Data CST Data CAHSEE Data	Office of Language Acquisition Staff Site Administrators Teachers of ELs Secondary Counselors ELSTs
	Within all of these programs, the district anticipates providing class size reduction for grades K-3 at all elementary schools. In addition, full-day Kindergarten is in place for all students. These changes have been especially beneficial to young EL students participating in SEI, MEC, and Bilingual programs, as the students are afforded additional instructional time and/or individualized teaching to support their timely attainment of English proficiency and grade level expectations. All middle and high school ESL courses are designed as two-hour block courses. This extended time frame within the school day ensures all secondary ELs at the early levels of language proficiency are afforded opportunities for intensive instruction and sufficient time for collaborative, interactive activities, which research shows are essential for practicing and developing language. The majority of secondary ELs at		

NCLB Title III Required Activities	Description of how the LEA is meeting or plans to meet this requirement	Measures	Persons Responsible
	the higher proficiency levels (but not yet reclassified as fluent) participate in Literacy Advancement Academy courses and/or in the Striving Readers' Program to further their attainment of grade level standards in English language arts.		
	Secondary Placement and Pathways for ELs: Placement of EL students is based on a combination of factors including, but not limited to, CELDT scores, number of years enrolled, prior ELD services, course history, and teacher judgment. The new Secondary Placement and Pathways for ELs were designed in the spring of 2008 to serve as guidelines to assist in making EL placement decisions and to ensure that ELs entering our schools at the secondary level, at any level of English proficiency, have a clearly-delineated pathway to graduation and meet "a-g" college entrance requirements. High school administrators, counselors, ELSTs, and EL coordinators were trained extensively throughout the spring and all of 2008 and new personnel starting work at the high school level will be targeted for this training for summer and fall of 2009. OLA staff will monitor EL student placement at the secondary level at the beginning of each school year to ensure guidelines have been followed and that informed teacher judgment has been used to determine the best placement option for those students who fall close to the cut points. ELSTs and counselors will use the guidelines, with student/parent friendly tools, to counsel students and their parents regarding course selection and monitoring of progress toward graduation.		
	Extended Day Programs The **"Prime Time"** extended day program provides		Extended Learning Opportunities Department

NCLB Title III Required Activities	Description of how the LEA is meeting or plans to meet this requirement	Measures	Persons Responsible
	academic support and enrichment activities before and/or after school for students at 134 elementary and middle schools. These services are available at no cost to participating families through After School Education and Safety state grant funds. **Extended Day Reading and Mathematics Programs** are provided at select elementary, middle and high schools, and provide students with extra instruction (or courses at the high school level). The curriculum supports the students' daily studies. Teachers are selected by the school principal and participate in preparatory and ongoing professional development. **Extended Day California High School Exit Examination (CAHSEE) Program** is provided to high school students, including ELs, who have not yet passed the English language arts and/or mathematics portion of the CAHSEE. Specific materials to support ELs are provided. **Additional ELD/ELA:** Secondary EL students receive a second hour of ESL or an extra literacy support class within the school day to accelerate their acquisition of English. **Supplemental ELD:** ELSTs provide supplemental ELD, within the school day, to targeted groups of students.		Instructional Support Services Division

Summer School: In addition to extended day opportunities, extended year opportunities are provided through summer school at select elementary, middle, and senior high schools each summer. New curriculum and professional development for teachers of summer school were created, including summer school Focused ELD units for the elementary grades. Teachers hired for summer

NCLB Title III Required Activities	Description of how the LEA is meeting or plans to meet this requirement	Measures	Persons Responsible
	school must be authorized to teach, and have experience teaching ELs. For summer school, elementary and middle students will receive four hours of instruction every weekday for four weeks. High school students will have the opportunity to participate in one- or two-hour blocks, depending on courses they need or wish to take during the summer.		
8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families • To improve English language skills of LEP children; and	**Yes or No? If yes, describe:** The Harold J. Ballard Parent Center provides a variety of services and resources to parents of students from Title I eligible schools, all of which have large populations of ELs. It serves as the home for the district's **San Diego Parent University**. Parent University is designed to help parents become involved in their children's education as academic coaches, to strengthen parenting skills, and improve child-parent relationships. Classes taught in Spanish and English are offered to parents in several different 6-week sessions each academic year. Parents can select academic classes to help support homework, reading, writing, study skills, and math. In parenting classes, participants learn to support their children's social, emotional and physical development, with an emphasis on positive parent-child communication.	Surveys, schedules, workshop registration forms, sign-in sheets, signed tutoring agreement forms.	Office of Language Acquisition Staff Site Administrators Office of Accountability Parent Outreach and Engagement Department
• To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.	In addition, parenting classes are offered for newer immigrant groups, such as Somali and Karen (Burmese) families. These include health, safety, and educational forums and sessions on how to support children's success in school. Materials are translated into Karen and Somali, and interpretation provided in those languages at the meetings and workshops. **Families and Children Learning Together:** This		

NCLB Title III Required Activities	Description of how the LEA is meeting or plans to meet this requirement	Measures	Persons Responsible
	program has daily classes where parents and their children (2 to 5 years of age) learn together in a pre-school setting. Three-hour classes, held three days per week, are specifically designated for EL students and parents.		

Site and District English Learner Advisory Committees: These committees meet throughout the year in a collaborative effort to improve educational opportunities for ELs and facilitate parent involvement. The committees encourage support for, and engagement in, EL programs.

NCLB Title III Required Activities	Description of how the LEA is meeting or plans to meet this requirement	Measures	Persons Responsible
9. Improve the instruction of LEP children by providing for – a. The acquisition or development of educational technology or instructional materials b. Access to, and participation in, electronic networks for materials, training, and communication; and c. Incorporation of the above resources into curricula and programs.	**Yes or No? If yes, describe:** The district is supporting the development and use of instructional technology for all students. This is evidenced in improved hardware at new schools, and retrofitting existing schools to include technology. In addition, new textbooks, supplementary and intervention materials include or rely on web-based or other technology, and often include specific EL supports. Specific supports for ELs include: • Supplemental computer-based ELD program to specifically support ELs at the earliest levels of English language proficiency. • Using tools, such as Data Director, to analyze student progress and inform instruction. • Participation in webinars and on-line learning for teachers and students.	Equipment inventories and purchase orders. On-line tracking of usage. On-line registrations.	Office of Language Acquisition Staff Educational Technology Staff Area Superintendents Site Administrators Teachers of ELs

NCLB Title III Required Activities	Description of how the LEA is meeting or plans to meet this requirement	Measures	Persons Responsible
10. Other activities.	**None.**		

Plans to Notify and Involve Parents of Limited-English-Proficient Students

NCLB Title III Requirements	Description of how the LEA is meeting or plans to meet the requirements.	Measures	Persons Responsible
1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): a. The reasons for the identification of their child as LEP and in need of placement in a language program; b. The child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement; c. The method of instruction used in the program in which their child is, or will be, participating, and the methods of instruction used in other programs; d. How the program will meet the educational strengths and needs of the child;	The district has established procedures for parent information and notification: • **Notification letters** designed for parents of *initially identified* EL students contain NCLB-required information. The letters, which are disseminated to staff with the annual, updated version of the district's *Master Plan for English Learners*, are provided in six languages. These initial identification parent notification letters are used in combination with the Learning Contract described below. The district informs parents of *continuing* EL students of NCLB required elements on an annual basis with an electronically generated, student-specific parent notification letter. For all grade levels, the electronically generated letters include each student's most recent CELDT proficiency level. In addition, letters include recent assessment information for ELA. These letters are sent to the parent/guardian's home address via U.S. mail in English, and in the primary language whenever possible, within required timelines each fall.	Sample notification letters, postal charge slips, report cards, Individualized Educational Plans (IEPs) with English language development goals for EL students.	Office of Language Acquisition Staff Site Administrators Site Special Education Staff Teachers of Special Education Limited English Proficient (LEP) Students
e. How such program	• ***Learning Plans (Student Intervention and***		Principals

NCLB Title III Requirements	Description of how the LEA is meeting or plans to meet the requirements.	Measures	Persons Responsible
will specifically help their child learn English, and meet age appropriate academic achievement standards; f. The specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program; g. In the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;	*Monitoring Plan).* The intent of the Learning Plan is to support any student who has not achieved grade level standards. Response to Intervention is the key strategy used to identify targeted interventions and supports. The Learning Plan is a tool to help document interventions and results. It is a mutual commitment agreed to by the school, the student and the parent/guardian. It calls for student progress to be assessed via district-designated indicators and reported to parents/guardians and staff in a timely manner throughout the year. • **Standards-Based Report Cards** are provided at the elementary level and monitor students' attainment of content standards, including ELD. • **Transcript/Report Card Information.** New high school report cards include information that tracks students' timely progress toward graduation. • **Individual Education Plans (IEPs).** Specific EL program requirements and related goals are written into IEPs for students with disabilities. • **Program Options.** Specific district procedures, processes, including written and video tools, are in place to ensure parents of their rights to be fully informed of program options available for their children. • **Translation/Interpretation Services.**		Counselors Special Education Division Enrollment Options Department
h. Information pertaining to parental rights that includes written guidance detailing – i. The right parents			

NCLB Title III Requirements	Description of how the LEA is meeting or plans to meet the requirements.	Measures	Persons Responsible
have to have their child removed from such program upon request; ii. The options that parents have to decline to enroll their child or to choose another program; iii. The LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.			

Plans to Provide Services for Immigrants

NCLB Title III Allowable Activities	Description of how the LEA has addressed or plans to address applicable allowable activities.	Measures	Persons Responsible
1. **Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children.**	The Harold J. Ballard Parent Center provides a variety of services and resources to parents of students from Title I eligible schools, all of which have large populations of ELs. It serves as the home for the district's **San Diego Parent University**. Parent University is designed to help parents become involved in their children's education as academic coaches, to strengthen parenting skills, and improve child-parent relationships. Classes taught in Spanish and English are offered to parents in several different 6-week sessions each academic year. Parents can select academic classes to help support homework, reading, writing, study skills, and math. In parenting classes, participants learn to support their children's social, emotional and physical development, with an emphasis on positive parent-child communication. **Families and Children Learning Together:** This program has daily classes where parents and their children (2 to 5 years of age) learn together in a pre-school setting. Three-hour classes, held three days per week, are specifically designated for EL students and parents.	Surveys, schedules, workshop registration forms, sign-in sheets, signed tutoring agreement forms.	Parent Outreach and Engagement Department
2. **Support for personnel, including teacher aides who have specifically trained, or are being trained, to provide services to immigrant children and youth.**	**Yes or No? If yes, describe:** **No.**		

NCLB Title III Allowable Activities	Description of how the LEA has addressed or plans to address applicable allowable activities.	Measures	Persons Responsible
3. **Provision of tutorials, mentor-ing, and academic or career counsel-ing for immigrant children and youth.**	**Yes or No? If yes, describe:** **New Arrival Centers:** Described above. **Secondary Placement and Pathways:** Described above.		
4. **Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds.**	**Yes or No? If yes, describe:** While a few schools have an ongoing influx of immigrant families, others enroll small numbers of immigrant students on an occasional basis, typically after a crisis occurs in their home country. It is not uncommon for those "occasional" immigrant families to relocate frequently during their initial residence in the U.S., so a school may be in need of specialized curricular materials and educational software that is appropriate for "newcomers" for only a few months at a time. The district has used Title III funds to create "Newcomer Kits" for upper elementary, middle, and senior high level immigrant students. The kits contain multicultural age-appropriate text materials (high interest, easy readability), visuals, realia, software, and games, to be used with immigrant students who have little or no ability in English and are pre-literate in any language. The kits also include resource and activity books for teachers. An appropriate level (elementary, middle, senior) "Newcomer Kit" will be provided to those schools with ongoing influxes of newly enrolling immigrant students and a library of kits will be housed centrally for check-out by schools receiving immigrant students on an occasional basis.	Purchase orders	Office of Language Acquisition Staff

NCLB Title III Allowable Activities	Description of how the LEA has addressed or plans to address applicable allowable activities.	Measures	Persons Responsible
5. **Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services.**	**Yes or No? If yes, describe:** **New Arrival Centers:** Described above.		
6. **Other instruction services designed to assist immigrant children and youths to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics**	**Yes or No? If yes, describe:** All district schools offer the Structured English Immersion (SEI) and the Mainstream English Cluster (MEC) programs, while several also offer Bilingual programs. The vast majority of immigrant students entering the district qualify for one of these programs. In order to be assigned to SEI, MEC, or Bilingual programs, teachers receive training in cultural sensitivity, and are made acutely aware of the adjustment needs of immigrant students. These teachers must first know and understand their students, and then use that information to create a climate of respect, support, and high expectation. Examples of activities conducted on a regular basis for immigrant students in these	Master Plan for ELs Elementary Student Assignment Cards Secondary EL Placement and pathways Zangle Class Rosters CELDT Data CST Data	Office of Language Acquisition Staff Area Superintendents Site Administrators Teachers of ELs Counselors

NCLB Title III Allowable Activities	Description of how the LEA has addressed or plans to address applicable allowable activities.	Measures	Persons Responsible
education.	programs include: • Analyzing immigrant students' personal interests, abilities and health status. • Gathering background information about immigrant students. • Contacting sponsoring agencies and community resources for advice and assistance. • Providing an introduction to the school and school system. • Emphasizing the value of, and support for, individual, family, and cultural diversity (e.g., by displaying the pictures and objects of the various cultures represented at the school and inviting people from ethnic minority communities to speak to students in formal and informal settings). • Demonstrating value and respect for immigrant students' languages (e.g., provide multilingual signs, encourage students to use their primary language around the school, recruit people who can tutor students in their primary language).	DataDirector Reports State Categorical Program Monitoring	
7. Activities coordinated with other entities, to assist parents of immigrant children and youth by offering comprehensive community services.	**Yes or No? If yes, describe:** See number 6 above.		

Performance Goal 3: Highly Qualified Teachers

Goal Statement

By 2008-09, all students will be taught by highly qualified teachers.

Description of Planned Improvements for Professional Development (Title II)		
Specific Actions	**Persons Responsible**	**Dates**
Align Professional Development with State standards. a. SDUSD professional development is organized and designed in a systemic way by the Instructional Support Services Division to meet the specific needs of teachers in each curriculum area and each grade based on student learning needs. Teacher learning of content knowledge and instructional strategies supports standards-based curriculum materials. In collaboration with Area Superintendents, Instructional Support Services Division staff plan annually to provide professional development that gives clear expectations for student outcomes to teachers, administrators and support staff and ensures development of concepts within and across grades. b. The BTSA Induction Program uses the Formative Assessment for California Teachers (FACT) as its method of formative assessment. Through FACT, participating teachers utilize a related series of inquiries, observations, and professional collaborations to learn, understand and apply the California Standards of the Teaching Profession (CSTP), curriculum frameworks, state academic content standards and performance levels for students in their classroom. The purpose of FACT is to improve teaching by deepening participating teachers' understanding of the CSTP and K-12 academic content standards and their application through focusing on the ongoing process of planning and teaching lessons, reflecting on the results, making informed changes based on evidence.	Area Superintendents Instructional Support Services Division Site Administrators Teachers Human Resources Division	July 2009 – June 2010
Based on scientifically-based research. a. Instructional Support Services Division staff meet regularly to review student assessment results, align teacher needs and identify research-based strategies	Area Superintendents Instructional Support Services Division	July 2009 – June 2010

Description of Planned Improvements for Professional Development (Title II)		
Specific Actions	**Persons Responsible**	**Dates**
and curriculum materials. Specific resource teachers are assigned as support staff to each of the Area Superintendents. b. Instructional strategies are utilized that have been shown through research to be effective with all students as well as low-performing students, and in particular, with students in our lower performing subgroups (Hispanic, African American, English Learner, Economically Disadvantaged.) c. Standards-based curricula are being adopted and teachers learn research-based strategies as they learn to use the new curricula and district-provided support materials.	Site Administrators Teachers Teacher Preparation and Induction Department	
Impact on achievement, eliminate the achievement gap. a. Professional development activities are conducted in the context of broader school reform in SDUSD. The district uses an ongoing consultative model for continuous improvement. The Office of Accountability provides disaggregated results of both state and district assessments that are used to direct instructional decisions. Schools with the academically neediest students are provided with the most resources and intensive implementation of activities. b. There is a considerable achievement gap between English fluent students and English Language Learners (ELLs). One broad reform strategy across the district is to have teachers and administrators acquire the necessary strategies for improving the academic achievement of our English Learners as a regular part of professional development. ELD strategies engage students in learning language through curriculum content. Once students have the academic language needed they are more apt to be successful in attaining proficiency in all content areas.	Instructional Support Services Division Office of Language Acquisition Instructional Support Services Division Area Superintendents Teacher Preparation and Induction Department Office of Accountability	July 2009 – June 2010
English Learner professional development will include strategies that focus on the following: • Designing focused, explicit English Language Development lessons for English Learners. • Identifying behaviors and strategies needed to accelerate our students at the		

Description of Planned Improvements for Professional Development (Title II)		
Specific Actions	**Persons Responsible**	**Dates**
Intermediate level of English language proficiency. • Using benchmark assessments and English Language Development standards to plan and monitor instruction. • Developing students' ability to use authentic talk when solving problems or explaining strategies as a means for understanding concepts. • Developing students' ability to use writing as a tool for learning.		
Coordinate Prof Dev with Federal, State and local PD programs. a. Site support for GATE and provides teachers and administrators. b. SDUSD also uses funds from various private funders to provide comprehensive professional development in mathematics and science.	Instructional Support Services Division Gifted and Talented Education (GATE) Office	July 2009 – June 2010
Making PD available, ensure needs are met. To address *literacy* professional development needs: a. Teacher leaders will work with principals to create units of study based on curriculum maps and state standards. Student assessments and observation tools will be utilized to identify specific student needs. b. Specific support will be designed to meet the specific needs of Program Improvement schools and API 1 and 2 schools. Video cases and case studies will be utilized as tools for professional development.	Instructional Support Services Division	July 2009 – June 2010
c. Site-funded elementary resource teachers will provide coaching and professional development at sites. d. Centralized district professional development programs will be provided for literacy teachers during summers and on release days during the school year. e. Teachers at selected secondary sites will participate in lesson study. To address *mathematics* professional development needs: a. Grade level representatives from each elementary school are engaged in professional development focused on analyzing proficient student work and		

Description of Planned Improvements for Professional Development (Title II)		
Specific Actions	**Persons Responsible**	**Dates**
building content knowledge.		
b. Centralized district professional development programs will be provided for mathematics teachers during summers and on release days during the school year.		
c. Teachers of new secondary mathematics classes will participate in professional development specifically to meet their needs.		
d. Teachers at selected secondary sites will participate in lesson study.		
e. Specific support will be designed to meet the needs of Program Improvement schools and API 1 and 2 schools. Video cases and case studies will be utilized as tools for professional development.		
To address *science* professional development needs:		
a. The Science Resource Center provides support to teachers for science curriculum implementation including professional development, lesson study, coaching, assessment, leadership and assistance with inquiry-based instruction.		
b. Teachers at selected secondary sites will participate in lesson study.		
c. Specific support will be designed to meet the specific needs of Program Improvement schools and API 1 and 2 schools. Lesson study will be utilized as a tool for professional development.		
Part D funds, technology in education - *integrating technology into the curriculum* a. The integration of technology will be phased into all professional development described in the above section. Over the next several years the Educational Technology Department staff will take the lead in identifying professional development needs related to **integrating technology into the curriculum**. They will design a variety of technology learning experiences for teachers including: face-to-face, hands-on individually, in labs, or seminars, as well as on-line resources, courses and tutorials. b. To ensure the successful integration of this technology investment into district	Educational Technology Department Instructional Support Services Division Area Superintendents Principals Vice Principals Teachers	July 2009 – June 2010

Description of Planned Improvements for Professional Development (Title II)		
Specific Actions	**Persons Responsible**	**Dates**
classrooms, every professional development opportunity offered in the district will contain a thread on the use of 21st century classroom tools. As each grade level or department is equipped, teachers and administrators will receive training on all features of the new technology tools to ensure they are integrated into daily classroom teaching. Funding for professional development will be provided through increased "Enhancing Education Though Technology" formula funds and other training dollars available through the stimulus program. A detailed professional development plan will be developed with input from teachers, principals and other stakeholders and will be presented to the Board of Education for action in the fall of 2009. c. Teachers will be assisted in increasing their personal technology proficiencies as listed in national Educational Technology Standards for Teachers (NETS-T) and California Technology Assistance Project (CTAP). Teachers will be encouraged to develop an individual technology plan annually to build their tech skills.		

Increase access to technology, PD in effective use of technology.
 	
a. Literacy instruction support:
 	
   ▪ Opportunities for students to learn word processing, publishing are provided through word processing and presentation software on all district standard computers.
 	
   ▪ Learning aids, such as graphic organizers, are purchased by individual sites as needed.
 	
   ▪ To support students who are not proficient, middle schools in Program Improvement status utilize online programs such as Learning Upgrade.
 	
   ▪ The district provides online resources, such as United Streaming, and databases, such as Pro-Quest, SIRS Researcher, and World Book.
 	
b. Mathematics instruction support:
 	
   ▪ To enable students to practice fundamental skills, schools with Prime Time
	Educational Technology Department
	
	Instructional Support Services Division
	
	Office of Accountability
		July 2009 – June 2010

Description of Planned Improvements for Professional Development (Title II)		
Specific Actions	**Persons Responsible**	**Dates**
programs utilize Destination Math software. ▪ Opportunities for students to demonstrate graphical representations are provided through Interactive white board systems currently in place in 15 district 6-12 classrooms. District high schools utilize Geometer's sketch pad for geometry classes., and graphing calculators in advanced mathematics classes. ▪ To enable all students to have access to the collection and organization of data, all district standard computers include spreadsheet tools to collect and organize data. ▪ To support students who are not proficient, middle schools in Program Improvement status utilize Learning Upgrade software for students identified as far below basic, below basic, and basic for pre-Algebra, Algebra, and Algebra readiness courses. c. Administrators will be encouraged to include a technology component in their annual work plan with goals and objectives for increasing personal proficiencies as established in the National Educational Technology Standards for School Administrators (TSSA). d. Beginning teachers taking part in the district's BTSA Induction Program participate in 20+ hours of technology professional development designed to build upon their preliminary preparation. The technology professional development series was designed in collaboration with the district's Educational Technology Department. The course objectives include: • Use real on-line communication tools to support the teacher's work in formative assessment (FACT). • Design strong standards-based lessons that use appropriate technology to enhance learning, • Teach his/her classroom students about how to access information for their curriculum based-projects,		

Description of Planned Improvements for Professional Development (Title II)		
Specific Actions	**Persons Responsible**	**Dates**
• Develop a class website, • Use computer-based programs to grade, evaluate and guide his/her instruction.		
e. Associated with the district's plan to phase in the 21st Century interactive classroom initiative is a large scale implementation of a training model for teachers in the use of technology for impacting student learning. The training and support model utilizes a multi-phase approach designed to provide a training sequence that is closely connected to the work of the classroom, develop a sustaining level of expertise and capacity at each school site, and utilize online resources to supplement phase-2 training. Key components of the training and support plan include: • Interactive white board training • Computer integration training • Development of onsite teacher experts • Site-based user groups • Development, implementation, and monitoring of a site action plan • Provision of online resources aligned to curricula		
Collaboration to plan PD activities and the LEA plan. a. For the planning of professional development, Area Superintendents, principals, curriculum administrators and resource teachers assess ongoing programs through observations, student performance and teacher feedback from professional development activities. b. For the LEA plan, the district has collected and used input from ongoing meetings with principals, teachers, district staff, parents, the District Advisory Committee (DAC), and the District English Learner Advisory Committee (DELAC).	Instructional Support Services Division Area Superintendents Office of Accountability	July 2009 – June 2010

Description of Planned Improvements for Professional Development (Title II)		
Specific Actions	**Persons Responsible**	**Dates**

Address different learning styles. Classroom behaviors. Early interventions. Involve parents. Use data and assessments
 	
a. Site-based and centralized professional development in each curriculum content area will include strategies for addressing diverse student learning needs, student behavior management and engaging parents in meaningful academic support activities.
 	
b. Site Administrators, Area Superintendents, and curriculum departments' staff will refine the practice of using data from student assessments and walk-through observations to identify student learning needs and inform instruction.
 	
c. Strategies for addressing diverse student learning needs, student behavior management, and engaging parents in meaningful academic support activities are also addressed by The BTSA Induction Program through:
 	
  • New teacher orientation activities,
 	
  • Monthly academy meetings, and
 	
  • Mini-conferences.
	Area Superintendents
	
	Dropout Prevention Department
	
	Site Administrators
	
	Teachers
	
	Instructional Support Services Division
	
	Teacher Preparation and Induction Department
		July 2009 – June 2010

Meet the requirements of Section 1119.
 	
a. Continue on-going support to teachers in assignments for which they are not highly qualified as outlined in the Compliance, Monitoring, Intervention and Sanctions (CMIS) plan. The CMIS plan was approved by the California Department of Education in February 2009.
 	
b. The CMIS plan will be included as an addendum to the LEA Plan.
 	
c. Examples of strategies contained within the CMIS plan include:
 	
  • Maintain a cadre of well-trained, retired administrators to serve as Highly Qualified Teacher (HQT) advisors.
 	
  • Review master schedule twice each year to identify non-compliant teachers.
 	
  • Provide one-on-one teacher advisement sessions.
	Teacher Preparation and Induction Department
	
	Human Resources Division
	
	Principals
		July 2009 - June 2010

Description of Planned Improvements for Professional Development (Title II)		
Specific Actions	**Persons Responsible**	**Dates**
• Provide California Subject Examination for Teachers (CSET) preparation at no cost to district teachers.		
• Fund the costs of CSET test or Verification Process for Special Settings (VPSS) coursework for non-compliant teachers.		
• Continue use of High Objective Uniform State Standard of Evaluation (HOUSSE) Part I and Part 2 for teachers who are not new to the profession.		
• Require new hires in hard-to-staff subjects to sign a professional agreement outlining the time line and steps they will take toward achieving compliance.		
• Provide master schedule training for secondary principals.		
• Incorporate equitable distribution strategies in the post and bid.		

c. In May 2010, the district achieved 99.4 percent compliance. The district will make incremental progress toward becoming 100 percent compliant (0.3 percent) each year for the next two years. Human Resources will provide data twice a year showing the district's progress toward achieving the 0.3 percent per year goal.

Performance Goal 4: Safe and Drug Free Schools

Goal Statement

All students will be educated in learning environments that are safe, drug-free and conducive to learning.

Environments Conducive to Learning (Strengths and Needs):

Please provide a list of the LEA's strengths and needs regarding how students are supported physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning, along with the LEA's strengths and needs regarding student barriers to learning (e.g., attendance, mobility, and behavior).

Analyze School Safety & Prevention	
STRENGTHS	**NEEDS**
• The District's Counseling and Guidance Department supports positive school learning environments based on resiliency factors and emotional intelligence, and in alignment with California Department of Education (CDE)- California Results-Based School Counseling and Support Guidelines and the American School Counselor Association (ASCA) National Model.	• The Counseling and Guidance Department must ensure that comprehensive educational counseling programs are data-driven, aligned with the District's mission and monitored annually **by site administrators**.
• The Counseling and Guidance Advisory Council, with members representing staff, parents/**guardians**, students, and community, guide the Counseling and Guidance Department in planning safe and drug free school programs.	• There is a need to expand opportunities for students and parents/**guardians** to participate in decision-making processes and have a voice in school climate issues.

Analyze School Safety & Prevention	
STRENGTHS	**NEEDS**
• The district has a progressive discipline plan. (Administrative Procedures 6270, 6290, 6295 **and 6298).**	• There is a need for activities that appeal to high-risk students in order to build resiliency and to provide extra support **during and after school**.
• The district has a clear set of emergency procedures and opportunities for practice drills. (Emergency Procedure 16).	• There is a need for additional prevention strategies that promote student school connectedness for a positive school climate.
• In order to keep parents**/guardians** informed and involved in our prevention efforts, they receive regular district and site communications, receive access to the "For Parents" section of the district website, receive *Facts for Parents* every September prior to the beginning of school, and have opportunities to participate on the District Advisory Council.	• There is a need to expand staff development to address the increase of students not feeling safe at school.
• A grant-funded program in selected elementary schools was implemented using the research-based Second Step Curriculum for Violence Prevention and a sustainability plan for this program is in progress.	• The CDE-California Results-Based School Counseling and Support Guidelines and the American School Counselor Association (ASCA) National Model must consistently **be** implemented across the district to ensure students' acquisition of academic, personal/social and career, competencies.

Analyze School Safety & Prevention	
STRENGTHS	**NEEDS**
A system is in place to identify truancy and involve community agencies in addressing the problem (Administrative Procedure 6275 and 6150).	• Multiple methods of parent communication need to be utilized for purposes of notification.
• The district has a plan for an ongoing process to support a well-maintained physical environment including classroom modernization funded by Proposition S.	• **District staff recognizes the need to establish Gay, Straight Alliance Clubs on all secondary campuses**
• School climate activities, such as mentor programs, conflict mediation, classroom guidance lessons, intentional guidance groups, and peaceful playgrounds are offered at sites across the district.	• **There is a need for programs to provide intervention/alternative options for high school students with attendance/truancy issues.**
• Graduated sanctions are established for students who violate district policies on Alcohol, Tobacco and Other Drugs (ATOD) (Administrative Procedure 6298).	· **Subsequent to a school attendance review board hearing identified students need district-based mental health services.**
• **The Board of Education approved a Resolution in Support of a Nondiscrimination Policy to ensure a healthier learning environment for all students, including Lesbian, Gay, Bisexual, Transgender and Questioning Students.**	• **As an outcome of the PBIS process; the 10-to-Succeed and the GAME ON! Programs, the district needs to review funding sources to expand these research-based strategies.**
• **The establishment of the SDUSD Safe Schools Task Force. The membership of this task force includes district staff and community partners. Safety issues for students, staff and families in the LGBTQ community are the primary focus for this group but, it will also incorporate safety issues across the spectrum.**	

• **The Mental Health Resource Center's Suicide Prevention Education Awareness and Knowledge (SPEAK) Program provides training, curriculum and suicide prevention teams at secondary school within the district. This program will be phased in over three years and professional learning communities such as: school counselors, school nurses have been trained in suicide prevention.**	
• **The Counseling and Guidance Department in collaboration with Trevor Project have trained all school counselors in suicide prevention as it relates to the LGBTQ community.**	
• **District staff is interfacing with school sites who have established Gay, Straight Alliance Clubs on their campuses to better support student engagement and cultural competency.**	
• **The Attendance Office provides monthly attendance data to all principals and area superintendents to assist on-going efforts to improve attendance.**	
• **In compliance with categorical program monitoring the district utilizes research validated curriculum as intended by the publisher of age appropriate, developmentally based education programs on drug, alcohol, tobacco use and violence prevention for all students. In addition, health education as mandated by California Education Code and the Board of Education is met by supplemental instruction and school activities. The Counseling and Guidance Department offers a research-based parent education program for families of children ages 9-14 in collaboration**	

with the Ballard Parent Center.	
• The district has 67 schools (K-12) participating in the Positive Behavior Interventions and Supports (PBIS) process to establish behavior supports, structures and social culture needed for all students in a school to achieve academic, social, and emotional success. Schools create a climate that is positive and rewarding for staff, families, students, and community members to interact with.	
• 10-to-Succeed is a school based mentoring /leadership development program for ninth grade boys and girls considered to be disengaged from school based on poor attendance, lack of academic progress and behavioral referrals including out-of-school suspensions. Sixteen Title 1 high schools have initiated a focused group for 10 boys and 10 girls.	
• Attendance is critical for the success of our students. GAME ON! (Good Attendance Means Everything) a support for 9th graders begins with the first day of school. The school tracks attendance of all ninth grade students on a weekly basis. Students receive incentives and awards for "Excellent" attendance (98% and above) and "Most Improved" at specific intervals.	
• The District is conducting a comprehensive review of discipline procedures and Student Study Team processes, and will revise as necessary.	

Environments Conducive to Learning (Activities):

Please list the activities or programs supported by all NCLB or state funded programs that the LEA will implement to support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning. Include programs and strategies designed to address students' barriers to learning (e.g. attendance and behavior). Include a copy of the LEA's code of conduct or policy regarding student behavior expectations.

ACTIVITIES
1. The Counseling and Guidance Advisory Council will review and publicize the LEA Plan through **its** school/community meetings.
2. Trainings will be made available to address the topics of school climate, peer aggression, ATODV, parent education and building resiliency for **students,** staff and parents.
3. **School** counselors will support students by providing comprehensive counseling which includes academic, personal/social and career competencies.
4. **School** Counselors will use the CDE-California Results-Based Data-Driven and ASCA National Model as a guide to develop and evaluate school counseling programs.
5. **School** counselors will provide support and interventions to families of students with attendance and behavioral concerns through referrals to community agencies and SARB.
6. Staff will be trained to deliver and monitor research-based ATODV prevention curriculum in grades 6-9 and provide intervention services.
7. Prevention curriculum for peer aggression will be available for students in grades K-12
8. The Safety Net Program, which includes student curriculum and parent/guardian assemblies on Cyber Safety will be available to all middle schools.
9. Resource Counselors/School Counselors will continue to offer TEG, TAP and Insight groups as an alternative to suspension for students who violate the (ATOD) policy.
10. Schools will be encouraged to offer a broad range of after-school programs that engage students in activities that address their needs and interests.
11 **Contracted School Attendance Review Board (SARB) Probation Officer with school staff, students and parent/guardian through**

participation in on-site meetings, group presentations and individual contacts.

12. The SARB staff supports school sites by providing in-services, student and parent/guardian presentation and by participation in attendance team meetings and school attendance review team meetings.

13. The Playwrights Project will be available to select schools on a annual basis which will integrate a tobacco related lesson with the projects writing and theater activities.

14 The Tariq Khamisa Foundation will provide Second Step lessons at select middle schools in the district.

Needs and Strengths Assessment (4115 (a) (1) (A)):

Based on data regarding the incidence of violence and alcohol, tobacco, and other drug use in the schools and communities to be served, and other qualitative data or information, provide a list of the LEA's strengths and needs related to preventing risky behaviors.

<u>**Environments Conducive to Learning**</u>

Prevention - ATODV	
STRENGTHS	**NEEDS**
• ATODV data is regularly collected through the California Healthy Kids Survey (CHKS) and Youth Risk Behavior Survey (YRBS) surveillance instruments and community satisfaction surveys. Additional information gathered on crime, expulsion, suspensions and discipline problems is utilized to strengthen our programs.	• The results of the CHKS and YRBS surveys need to be reviewed and analyzed by school staffs responsible for the **delivery of ATODV prevention and intervention programs that are** used to strengthen and improve **school climate**.
• Collaborations with community agencies and education partners support the district's **prevention and** intervention programs.	• Expand opportunities for the Second Step program to be offered to students grades Pre-K to 5 district-wide.
• Second Step, a research-based Violence Prevention Program, is taught to students grades Pre-K to 5 at selected pre-school and elementary sites.	• Continue to expand research based ATODV services
• Trained instructors at each middle school teach a Board sanctioned research-based curriculum for ATODV in grades 6-8.	• Seek opportunities for training in Second Step a Pre-K to 5 bullying prevention.
• **Trained instructors at each high school teach a** board sanctioned **research-based curriculum for ATODV and required supplemental** health instruction is implemented in grades 9 through 12.	• **The Safe Schools Task Force will review the CHKS and Youth Risk Behavior Survey Data to inform the outcomes for violence prevention and intervention curriculum, research based activities, policies and procedures.**
• Students in violation of the district's ATODV policy are referred to Resource Counselor**s for attendance in** Tobacco Education Group	•

Prevention - ATODV	
STRENGTHS	**NEEDS**
(TEG), Tobacco Awareness Program (TAP) and Insight support groups or community programs.	
• Parents of students ~~will be~~ **are** able to participate in **a** district provided parenting class~~es~~, Guiding Good Choices (GGC), **for parents/guardians of students age 9-14.**	
• The district supports **Red Ribbon Week, Yellow Ribbon, Great American Smokeout and** April is Alcohol Awareness Month by distributing educational and prevention materials to all schools **as appropriate**.	
• The percentage of students who report cigarette use within the past 30 days will stay/or decrease.	
• School safety plans and crisis response plans are updated annually**/and communicated to parents/guardians.**	
• **An independent** evaluator is used to monitor and evaluate ATODV grants.	

 Goal Statement

All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Safe and Drug Free Schools and Communities (S&DFSC) and Tobacco Use Prevention Education (TUPE)

Prevention Program Performance Indicators (4115 (a) (1) (B)):

The LEA is required to establish a biennial goal for all of the performance indicators listed below. List specific performance indicators for each grade level served, and for each listed measure, as well as the date of, and results from, the baseline administration of the Healthy Kids Survey:

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: April 2003 Baseline Data		Most Recent Survey date: April 2007 Baseline Data		Biennial Goal (Performance Indicator
	Grade	Percent	Percent	Grade	Percent
The percentage of students that have ever used cigarettes will **decrease** biennially by:	5th	5%	3%	5th	1%
	7th	9%	6%	7th	1%
The percentage of students that have used cigarettes within the past 30 days will **decrease** biennially by:	7th	6%	4%	7th	1%
	9th	10%	8%	9th	1%
	11th	15%	12%	11th	1%
The percentage of students that have used marijuana will **decrease** biennially by:	5th	2%	1%	5th	1%
	7th	11%	8%	7th	1%
The percentage of students that have used alcohol within the past 30 days will **decrease** biennially by:	7th	18%	12%	7th	1%
	9th	30%	21%	9th	1%
	11th	40%	33%	11th	1%

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: April 2003 Baseline Data		Most Recent Survey date: April 2007 Baseline Data		Biennial Goal (Performance Indicator
	Grade	Percent	Percent	Grade	Percent
The percentage of students that have used marijuana within the past 30 days will **decrease** biennially by:	7th	7%	4%	7th	1%
	9th	18%	11%	9th	1%
	11th	22%	13%	11th	1%
The percentage of students that feel very safe at school will **increase** biennially by:	5th	53%	57%	5th	1%
	7th	18%	18%	7th	1%
	9th	11%	13%	9th	1%
	11th	15%	15%	11th	1%
The percentage of students that have been afraid of being beaten up during the past 12 months will **decrease** biennially by:	7th	32%	27%	7th	1%
	9th	24%	22%	9th	1%
	11th	15%	15%	11th	1%

Truancy Performance Indicator

The percentage of students who have been truant will **decrease** annually by 1% from the current LEA rate shown here.			
Year	**Truancies**	**Enrollment**	**Truancies per 100 Students**
2003-2004	4,113	128,880	3.19
2004-2005	2,503	124,824	2.01
2005-2006	4,037	119,743	3.37
2006-2007	3,869	117,586	3.29
2007-2008	3,707	117,684	3.15
2008-2009	3,227	118,009	2.73
2009-2010	2,465	117,225	2.10

Protective Factors Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: April 2003 Baseline Data		Most Recent Survey date: April 2007 Baseline Data		Biennial Goal (Performance Indicator)
	Grade	Percent	Percent	Grade	Percent
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will **increase** biennially by:	5th	64%	63%	5th	1%
	7th	37%	32%	7th	1%
	9th	27%	24%	9th	1%
	11th	28%	31%	11th	1%
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will **increase** biennially by:	5th	59%	67%	5th	1%
	7th	51%	47%	7th	1%
	9th	39%	37%	9th	1%
	11th	40%	40%	11th	1%
The percentage of students that report high levels of opportunities for meaningful participation at their school will **increase** biennially by:	5th	12%	23%	5th	1%
	7th	18%	16%	7th	1%
	9th	12%	11%	9th	1%
	11th	13%	15%	11th	1%
The percentage of students that report high levels of school connectedness at their school will **increase** biennially by:	5th	51%	67%	5th	1%
	7th	37%	34%	7th	1%
	9th	26%	23%	9th	1%
	11th	25%	28%	11th	1%

Other Performance Measures

List below any other performance measures and performance indicators the LEA has adopted specific to its prevention programs (drug, violence, truancy, school safety, etc.). Specify the performance measure, the performance indicator goal, and baseline data for that indicator.

LEA Specified Performance Measures Web-Based Program Completion Tracking System (Process to Collect Data)	Performance Indicator *Goal*	Baseline Data
The district will utilize a software program to monitor the completion rate of, and results from, research-based prevention and intervention **curriculum** funded by Tobacco Use Prevention Education Grant. This computerized database will be used to regularly summarize and report formative data that supports project management essential in achieving districtwide implementation for grades 6-12 as outlined in the grant.	31,378 are projected to receive this prevention program annually. Students who participate By June 2013, students who participate in intervention curriculum: 10% will report quitting smoking at the time of post-test or of those who do not quit 60% will report reducing their tobacco use at the time of post-test. A three month follow-up will demonstrate 15% of reported quitters remained tobacco-free.	TBD

Science Based Programs (4115 (a)(1)(C)):

The LEA must designate and list the science-based programs (programs proven by science to effectively prevent tobacco use, alcohol use, other drug use, and violence) selected from Appendix C. From Appendix C, list the scientifically based programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
Botvin LifeSkills Training	ATODV	6-8	**29,274**	1997	1997 On-going	1997
Botvin LifeSkills Training	ATODV	9	**11,497**	2008	2008 On-going	2008
Guiding Good Choices	AD	Parents 6-9	**300**	July 2002	July 2002 On-going	Dec. 2002
Incredible Years	**V**	**Pre-K**	**600**	**April 2008**	**2008 On-going**	**Sept. 2008**
Second Step Curriculum	V	K-5	**varies by site**	August 2004	Oct. 2004	Oct. 2004

Research-Based Programs Activities (4115 (a) (1) (C)):

Based on the research citied in Appendix D, Check the box for each activity the LEA will implement as part of the comprehensive prevention program and provide all other required information.

Check	Activities	Program ATODV Focus	Target Grade Levels
X	After School Programs	ATODV	K-12
X	Conflict Mediation/Resolution	V	PreK-12
X	Early Intervention and Counseling	ATODV	PreK-12
X	Environmental Strategies	ATODV	PreK-12
X	Family and Community Collaboration	ATODV	PreK-12
X	Media Literacy and Advocacy	ATODV	6-12
X	Mentoring	ATODV	K-12
X	Peer-Helping and Peer Leaders	**ATOD**V	6-12
X	Positive Alternatives	ATODV	6-12
X	Service-Learning/Community Service	ATODV	K-12
X	Student Assistance Programs	ATODV	K-12
X	Tobacco-Use Cessation	T	4-12
X	Youth Development/Caring Schools/Caring Classrooms	ATODV	K-12

Promising or Favorable Programs (4115 (a) (3)):

The LEA may – but is not required to – designate and list the promising or favorable programs (programs whose effectiveness is not as strongly established through scientific evidence) selected from Appendix E. From Appendix E, list the promising or favorable programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Promising Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
Project Life	T	11	9,488	September 2005	December 2006	January 2009
Tobacco Free Generations	T	9-12	145	September 2006	October 2008	January 2009

Waiver to Adopt Promising or Favorable Programs not listed in Appendix E:

Check the box below if the LEA will submit an application for waiver in order to include other promising or favorable programs not found in Appendix E. Programs not listed in Appendix E will be considered on a case-by-case basis. The LEA must demonstrate that the program for which a waiver is requested is legitimately innovative or demonstrates substantial likelihood of success. The California Department of Education (CDE) will provide under separate cover additional information and the forms for submitting a waiver request.

None to be submitted.

Analysis of data for selection of programs (4115 (a) (1) (D)):

For each selected Appendix C programs or Appendix D activities, provide a brief narrative rationale based on the LEA's analysis of California Student Survey (CSS), California Healthy Kids Survey (CHKS), and California Safe School Assessment (CSSA) data related to why the LEA selected these programs and activities for implementation.

Input from district staff, parents, community-based organizations, and students influenced the selection of the following programs after an extensive review. Ongoing consultation occurs with Safe Schools Unit at County Office of Education, non-public schools, and program developers. A wide array of recommended promising or favorable programs, have been reviewed and analyzed based on local data from sources including California Healthy Kids Survey (CHKS),, Youth Risk Behavior Surveillance System (YRBSS), and the California State Student Association (CSSA) to determine the best programs to meet our needs.

x

According to our California Healthy Kids Survey (CHKS) data, alcohol is by far the most widely used substance:

2003	2005	2007	
31%	26%	21%	of students in grade 7 have used alcohol at least once in their life.
53%	48%	44%	of students in grade 9 used alcohol at least once in their life.
70%	64%	61%	of students in grade 11 used alcohol at least once in their life.
18%	11%	10%	of students in grade 9 "Binge" drank in the past 30 days.
28%	18%	18%	of students in grade11 "Binge" drank in the past 30 days.
12%	10%	8%	of students in grade 7 have been high from using drugs.
29%	37%	30%	of students in grade 7 have been in a fight in the past year.

According to our (CHKS) data, students in high school are still participating in various levels of tobacco use:

2003	2005	2007	
15%	14%	12%	of students in grade 11 have smoked during the past 30 days.

- *Botvin LifeSkills Training* (Grades 6-8) Is a groundbreaking substance abuse and violence prevention program based on more than 25 years of rigorous scientific research and is one of the most effective evidence-based programs used in schools today. In addition to helping kids resist drug, alcohol, and tobacco use, the Life Skills Training Middle School program also effectively helps reduce violence and other high-risk behaviors.

- *Botvin Life Skills* (Grade 9) It is an interactive skills program designed to promote positive health and personal development for high school youth. This program helps adolescents navigate the challenges of high school and prepares them for the independence and responsibilities they will encounter as young adults. The program helps students achieve competency in the skills that are found to reduce and prevent substance use and violence.

- *Guiding Good Choices*

  Guiding Good Choices (GGC) is a research-based program validated through age 14. GGC is based on the theory that youth with protective factors such as strong family bonds, healthy beliefs and clear standards for behavior are less likely to engage in risk behaviors. GGC works with families to: strengthen family ties by learning to have a good time as a family without the use of alcohol, tobacco or other drugs (AD); develop family guidelines and expectations around (AD) and the consequences of breaking those guidelines; and teaches parents how to teach their child refusal skills.

- *Second Step* (Pre-K through 5) Second Step is presently being implemented at several elementary school sites, grades K-5. As an early intervention measure, our Mental Health Services program in collaboration with parents and community agencies, has adopted Second Step to use at the Pre-K level for identified high-risk feeder schools. Due to the increasing number of peer relationship concerns, which has included name-calling, fighting, bullying, and anti-social behavior a need for early intervention was identified. Data, including CHKS, **California State Schools Assessment**, and school records showing incidents of alcohol, tobacco, and behavioral referrals, assisted the district in the selection of this violence prevention program. This program teaches skills in empathy, impulse control, problem solving, anger management, and pro-social behavior.

- *Intervening with Teen Tobacco Users (TEG)* - is a practical, science-based program that will show how to effectively deal with students who violate a school's tobacco policy. Used as an alternative to suspension, this 8-session program teaches the dangers and negative consequences of tobacco use and encourages teens to adopt healthier lifestyles, move closer to quitting.

- *Helping Teens Stop Using Tobacco (TAP)* - provides tobacco-using youth with the options, resources, education, motivation, and support to stop using tobacco.

- *Helping Teens Overcome Problems with Alcohol, Marijuana, and Other Drugs (Insight)* - A series of classes and interactive group meetings, teens learn about mood-altering substances (with a special emphasis on tobacco and marijuana use), how the substances affect their problem-solving abilities, and the social consequences of their drug use. For grades 6-12.

Evaluation and Continuous Improvement (4115 (a)(2)(A)):

Provide a description for how the LEA will conduct regular evaluations of the effectiveness of the LEA's alcohol, tobacco, other drug use and violence prevention program. Describe how the results of the evaluation will be used to refine, improve and strengthen the program.

- The district conducts the CHKS and YRBS survey instruments **biennially and analyzes the results of those data**.

- **A** sampl**ing** of students will also complete pre/post **surveys upon completion of the** ATODV curriculum to assess change in knowledge, **skill,** attitude, and intentions to use ATOD and participate in violence acts.

- We will also continue to review and analyze **internal** ATODV **date and** data provided by our local law enforcement agency, prevention coalitions, community organizations, and the County Office of Education. These agencies will also be asked to identify other ATODV related needs of students, parents, families and the community in general.

- Information collected will help us identify where we have been successful and where we need to focus our efforts in reducing incidence of ATODV.

Use of Results and Public Reporting (4115 (a)(2)(B)):

Describe the steps and timeline the LEA will use to publicly report progress toward attaining performance measures for the SDFSC and TUPE programs. Describe how the evaluation results will be made available to the public including how the public will be provided notice of the evaluation results' availability.

Data Collection Timeline

- Baseline CHKS data were collected in 2003 and 2005 and progress data were collected in 2007 and 2009 covering key indicators for Safe and Drug Free Schools **and Communities** (S&DFSC) and Tobacco Use Prevention Education (TUPE) Programs.

- A representative sample of students is **surveyed** throughout the school year to measure changes in knowledge, **skills** attitudes, beliefs and intentions out of grant funded prevention and intervention programs.

- The district's **The district will utilize a Software Program to monitor the completion rate of, and results from, research-based prevention and intervention curriculum funded by the Tobacco Use Prevention Education Grant. This computerized database** is **will be used to regularly summarize and report formative data that supports project management essential in achieving district-wide implementation for grades 6-12 as outlined in the grant. The** system will monitor completion rates of grant funded prevention **and intervention** curriculum, school wide and individual programs annually.

Reporting Time Line

- The Chief Student Services Officer, Counseling and Guidance Department Staff, program coordinators, and **independent** evaluator will develop an analysis of all data sources at the conclusion of each school year.

- The Counseling and Guidance Department Staff and independent evaluator will develop a written report, incorporating tables of the CHKS **biennually**, as data becomes available.

- The summary of this report will be provided to **senior management** and presented to the Counseling and Guidance Advisory Council.

- Annual summary information will be made available to staff, parents/**guardians** and community partners through the district website, community coalitions and at individual school sites.

- The Counseling and Guidance Department Staff will **provide** annual summary information to administrators. Site administrators will then share information with **their** **learning communities.**

- Annually, the Counseling and Guidance Department staff will convene to use the input from the staff, parents, and community members to refine the program.

Mandatory Safe and Drug Free Schools and Communities (4114(d)(2)(E)):

Briefly describe how SDFSC funded program services will be targeted to the LEA's schools and students with the greatest need. (Section 4114 [d][3])

The (SDFSC) services listed below will be targeted to the highest need students in all schools. They are:

- Staff in conjunction with School Counselors, will identify and link students and their families to appropriate resources within the community.
- School counselors will monitor identified students and their families.
- For students who violate ATOD policies, on campus support groups per Administrative Procedure 6298 and referrals to appropriate resources within the community will be provided.
- **A community referral list will be updated annually by the Mental Health Resource Center Staff and provided to sites along with** the 211 referral system and the district "Hot Cards"

Coordination of All Programs (4114 (d)(2)(A)):

Provide a detailed, but brief, explanation of how the LEA will coordinate SDFSC funded alcohol, tobacco, other drug and violence prevention programs with other federal state and local prevention programs.

The Counseling and Guidance Department Staff will interface with departments within the district to collaborate, review program overlap and monitor program effectiveness. On-going collaboration with the County Office of Education and non-public schools will also aid in the coordination of (SDFSC) prevention **and intervention** programs.

Parent Involvement (4115 (a) (1) (e)):

Provide a brief, but detailed, description of the parent involvement and describe the parent notification procedures used to meet requirements under NCLB Title IV, Part A – SDFSC program.

Parents are involved in our district at many levels, such as planning and designing programs and implementing strategies as volunteers in the classroom before and after school. Parents volunteer on committees, such as School-Site Council, English Language Advisory Council and the District Advisory Council. Parents are recruited from all ethnic and socioeconomic groups in our district to be representatives on the above committees. Regular communications **in** the **opening** year welcome packets, parent mailings, and the district website will continue to inform parents/**guardians** of a variety of issues and report out survey results biennially. Annual notification procedures on such issues as "Enrollment Options" and "Facts for Parents" are in place to meet the required timelines indicated by **education code and** NCLB.

TUPE Services for Pregnant Minors and Minor Parents (H&SC 104460):

Describe the TUPE services and referral procedures for pregnant minors and minor parents enrolled in the LEA and how they will be provided with tobacco-use prevention services. Include students participating in programs such as the California School Age Families Education (Cal-SAFE) program, the Adolescent Family Life Program (AFLP) administered through the Department of Health Services, and the Cal-Learn program administered by the Department of Social Services.

Identified Expectant and Parenting Teens will meet with a **school** counselor and/or nurse from their school. Needs will be assessed and services will be arranged to support the student in having a healthy pregnancy and continued success in school. Students using tobacco products will be referred to the School Counselor at their site. **A** Title IV Resource Counselor will conduct an intake and students will be placed in a Tobacco Education (TEG) or Tobacco Cessation (TAP) group run at their site. Students will be monitored and follow-up will be provided after group completion.

Two Cal-SAFE sites serve **145** Expectant and Parenting Teens, as well as provide child care programs for **41** infants and toddlers. Collaboration between Cal-SAFE and neighboring Children Centers refer three and four year olds to their preschool programs. In addition to the four Cal-SAFE sites, Cal-SAFE **provides** support services to **150+** Expectant and Parenting students to **20** Middle and High Schools throughout San Diego Unified School District.

TUPE Funded Positions (Health & Safety Code 104420(b)(3)):
Provide full time equivalent (FTE) staffing configuration for all TUPE funded positions. (Health and Safety Code section104420 [b][3])

Position/Title	Full time equivalent
Resource Counselors	4.0 FTE
Secretary II	1.0 FTE

None to be submitted.

Planned Improvements: High School Graduation Rates, Dropouts, and AP

SDUSD believes that all students are capable of achieving at high levels. The same college preparatory core curriculum is provided to all students with an articulated program of high-quality courses in each subject. Electives in visual and performing arts, world languages, physical education, practical arts, and career pathways and academies are being organized into sequential, coherent programs of study with meaningful outcomes. To address the differences among students in preparation for and experience with a rigorous curriculum, opportunities are available to students who need additional time, support and material in meeting state standards and SDUSD graduation requirements.

For students with disabilities, the IEP process is used to identify modifications and accommodations that will allow the students to participate fully in the rigorous curriculum. Principals, teachers, and other school staff work together to fully implement the identified modifications and accommodations for all students with IEPs.

SDUSD is combining smaller learning community strategies with intensive teacher development to address half the explained variance in student achievement.[1] District strategies for high school reform are based on research studies and implementation projects conducted around the country and include:

- Utilizing enhanced instructional materials that have been proven effective for urban students and address state content standards.
- Integrating technology-based tools such as My Access, Naviance and online courses.
- Extending learning time through multiple class periods, extended day, and summer school. [2]
- Improving teachers' content knowledge and use of standards, frameworks, and pedagogy.

The class of 2006 is the first cohort of students who were required to pass the CAHSEE (California High School Exit Exam) before graduating from a California public school. In SDUSD, the pass rates over the last three years are shown in the following table (results include Grade 10 census results only):

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[1] Pedro Noguera, (2002) *Beyond Size: The Challenge of High School Reform, * Educational Leadership, 59(5), 60-63.
[2] U.S. Dept. of Education. (1999). *Key High School Reform Strategies: An Overview of Research Findings*.

CAHSEE Results (Courses only)	Percent Passing - English/Language Arts	Percent Passing - Math	Percent Passing - Both
Class of 2006	70.64%	66.74%	60.48%
Class of 2007	74.38%	70.88%	64.86%
Class of 2008	77.83%	76.09%	68.98%
Class of 2009	75.41%	73.33%	66.00%
Class of 2010	75.52%	73.97%	67.06%
Class of 2011	77.82%	79.24%	71.66%
Class of 2012	77.73%	79.17%	71.67%

Performance Indicator – 5.1 Increasing High School Graduates				
Activities/Actions	**Students Served**	**Timeline/ Person(s) Involved**	**Benchmarks/ Evaluation**	**Projected Funding Source**
a. Required programs of study are in place for English language arts, history/social sciences, mathematics, science, world languages and visual and performing arts. Courses meet state content standards and enable students to meet or exceed the subject-area admissions requirements for the University of California (UC) and California State University (CSU) systems. Programs of study include four years of college preparatory English, three years of history/social sciences, three years of college preparatory mathematics, and three years of laboratory science, including one year of physical science, one year of life science and a third year of a UC-approved science course.	All high school students	*Ongoing/* Area Superintendents Principals Instructional Support Services Division Research and Evaluation Department School Counselors	Number and percent of students who graduate; number and percent of students completing UC/CSU a-g requirements; end-of-course examination data	Private foundations; National Science Foundation; District funds
b. High school four-year plans are completed together by students, parents, and school counselors in Grade 8 and reviewed and updated in Grade 10. In grade 8, the My Dream materials are used for the four-year planning conferences. In grades 9 and 10, the Career Planning Guides and supplemental materials are used for Freshman orientation and Tenth Grade Review Conferences. All materials assist students and families with content information, graduation requirements, college admission requirements, post-secondary planning, career planning and financial aid information. For students with disabilities, student interests and needs will be identified and included in the	All 8th-10th grade students	*Annually in eighth and tenth grades/* School Counselors; College, Career Technical Education Department; Special Education	Number and percent of students graduating who are prepared for their post-secondary plans	Perkins; SB 70; SB 813; District funds

Performance Indicator – 5.1 Increasing High School Graduates				
Activities/Actions	**Students Served**	**Timeline/ Person(s) Involved**	**Benchmarks/ Evaluation**	**Projected Funding Source**
development of the Individual Transition Plan (ITP) to create a more meaningful and appropriate high school experience.				
c. High School Diploma Program is an adult education program that high school students can access to make up core courses for which they have received D or F. d. SDUSD is currently exploring options beyond the comprehensive high school that would encourage students to complete graduation requirements in a timely, and in some cases accelerated, manner. These options include graduation credit for electives through on-line courses and for courses taken via concurrent enrollment at a community college or university. e. Smaller Learning Communities/multiple pathways established at 21 high schools in the district, including the three comprehensive schools that are divided into small schools: San Diego, Kearny and Crawford Educational Complexes.	Students in need of credit make-up. Students in grades 9-12.	*Ongoing/ School* Counselors, students, Instructional Support Services Division; Office of Accountability	Number of graduates from district High School Diploma Program. Data from students who have taken or will take advantage of these options.	Adult Education District funds College, Career and Technical Education (CCTE) funds

Performance Indicator - 5.2 Reducing High School Dropouts

Activities/Actions	Students Served	Timeline/Person(s) Involved	Benchmarks/ Evaluation	Projected Funding Source
a. The Office of Accountability provides high school principals with student data that shows which students are not meeting their grade level benchmarks toward graduation. Area Superintendents, Principals and School Counselors use the data to focus attention early in students' high school careers so that they have time to overcome their academic difficulties, earn their course credits, pass required assessments, and graduate.	All at-risk high school students	*Annually/* Area Superintendents; Principals; School Counselors; Research and Evaluation Department	Number and percent of students in each grade who are on track for graduation.	Title II Part A; Private foundations; District funds
b. Each high school/complex site has a certificated Graduation Coach assigned to support students in completing requirements for graduation.		Principal; School Counselors; Graduation Coach		EIA-SCE
c. Each alternative/continuation school has staff trained in online learning.				District funds
d. Students in the ninth- or tenth-grade who are below or significantly below grade level in English Language Arts and/or Mathematics may be placed in appropriate support courses (e.g., literacy advancement, Advancement Via Individual Determination [AVID]). These courses allow students to earn needed credits for graduation while getting additional time and support with building their skills for more advanced course work in Grades 11 and 12.	9th and 10th grade students	*Annually/* Instructional Support Services Division; high school Principals and Counselors	Student placement in support courses; Student success in Grade 11 and 12 courses; Rate of graduation	Site Funding
e. Ninth grade supports including LINK, Crew orientations, bridging courses, etc., provide smaller learning community to support students				

in the first year of high school.

f. Literacy Intervention materials matrix available to schools to select from vetted and recommended programs for Tier 1, 2 and 3 supports.				Site funds used to purchase intervention materials.
g. Students who fail one or more parts of the CAHSEE (California High School Exit Exam) have the opportunity to take an integrated math and literacy CAHSEE prep course during the school day, after school, or during the summer.	Students in grades 10-12	*Ongoing/* Literacy and Instructional Support Services Divisions, High school Principals and School Counselors	Student pass rate for the CAHSEE	Hourly funds District funds
h. Alternative high schools are provided for students who are not able to be successful in traditional schools. Students are given additional support in the alternative programs to help them meet state standards, earn credits, pass required assessments, and graduate.	Students in grades 10-12	*Ongoing/ School* Counselors, teachers and principals	Student graduation rate from alternative programs	District funds
i. Schools are implementing peer education programs to personalize the transition to high school. Incoming freshmen are paired with juniors or seniors for social activities and academic support.	All incoming freshmen at participating schools	*Annually/ School* Counselors, teachers, and students	Achievement and graduation rates of participants	Site Funding; Private foundations
j. Implement "Project Recovery" to actively locate students who have not returned to school and provide alternative options that match the need of the students.	Any student not in school the first day of school or chronically absent during the year.	*Ongoing/* Principals, Vice Principals, School Counselors, Attendance staff	Numbers of students who return to school	Site Funding District Funding

Performance Indicator – 5.3 Increasing the Number of Students in AP/IB				
Activities/Actions	**Students Served**	**Timeline/Person(s) Involved**	**Benchmarks/ Evaluation**	**Projected Funding Source**
a. Area Superintendents and Principals of high schools are building a college-going and Advanced Placement culture across learning communities. Teachers are collaborating across middle level and high school to ensure that students in lower grades are receiving the academic preparation they need to be able to be successful in AP or IB courses. Middle school teachers and administrators are participating in pre-AP conferences in order to strengthen preparation of students for college preparatory courses. Two high school clusters are engaged in implementation or development of an International Baccalaureate program.	Students in grades 6-12	*Ongoing/* Instructional Support Services Division; Gifted and Talented Education (GATE) Department; schools in the San Diego and Mission Bay clusters	Student participation in and completion of Advanced Placement (AP) and International Baccalaureate (IB) courses.	Private foundations AP Incentive Grant District funds
b. Students take a rigorous program of high school courses (see 5.1 a) that meet the UC/CSU subject-area admissions requirements. Evaluation data indicates that participation of students in Advanced Placement and International Baccalaureate courses increased in 2007-08. Anecdotal information implies this is because more students have the academic preparation they need to undertake and succeed in those courses and because of increased recruitment of underrepresented students.	Students in grades 9-12	*Ongoing/* Instructional Support Services Division; Gifted and Talented Education (GATE) Department	Annual evaluation and report on AP program.	
c. There is districtwide promotion of AVID (Advancement Via Individual Determination) strategies at 42 district schools, a program proven to increase UC a-g completion rates and AP participation. AVID strategies are taught in specific AVID classes, they can be used as a	2,500 students per year in grades 6-12	*Ongoing/* Instructional Support Services Division	Number and percent of students completing AP and IB courses, and UC/CSU a-g requirements	AVID; Title I Part A; Hourly programs; Funds; Gear Up grant funds; District funds

Performance Indicator – 5.3 Increasing the Number of Students in AP/IB

Activities/Actions	Students Served	Timeline/Person(s) Involved	Benchmarks/ Evaluation	Projected Funding Source
school-wide focus, and they can be incorporated in other support classes such as the two-period English 1,2 class. Funding to provide AVID tutors to support students in both middle schools and high schools is based upon the number of sections of AVID at the site. On June 23, 2009, the Board of Education approved an agreement with the County Office of Education to provide a dedicated AVID coordinator/district liaison for exclusive services to the district. Through this agreement, the district will fund 40% of the salary and benefits of the AVID coordinator, with the County funding the remaining 60%. This dedicated position will provide a heightened focus on AVID as a vehicle for systemic change in building college-going and college-ready cultures in 42 district schools.				
d. The Middle and High School Supplemental Counseling Program provides for an individualized review of the student's academic and behavior records and for the School Counselor to meet with each student and if practicable the parents/guardians. These annual conferences allow for a comprehensive review of the student's educational records and progress toward graduation. These conferences also include post secondary planning; career technical education and career goals; and, other alternative programs within the district. Students who meet at risk criteria within EC 52378 have priority conferencing.	Grades 7-12	*Ongoing* *Counseling and Guidance Department, Principals, School Counselors, Parents/Guardians, Students*		