



San Diego Unified School District LEA Plan 2003-2008

Revised 2007

*Working
Document*



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.

The Overall Mission of San Diego Unified School District is to:

- accelerate gains in student performance
- provide safe, orderly and well-maintained schools
- strengthen parent, community, business and higher education support
- boost employee morale
- secure adequate funding for our schools

Local Measures of Student Performance (other than State-level assessments)

District assessments are criterion-referenced and are aligned with state content standards, curriculum frameworks, and research-based instructional practices. Assessment results are disaggregated to evaluate the impact of key reform strategies on teacher effectiveness and student performance. Performance assessments measure students' ability to apply what has been learned to solving problems and reading strategically. Grade-level and course assessments combine items from criterion-referenced assessments and performance assessments.

Literacy

The Developmental Reading Assessment (DRA) is administered to all students in Grades K through 3. The assessment is given individually to inform classroom instruction and identify students who are reading below grade level and need support. The DRA is used to assign students to summer school, intersession and/or to the Extended Day Reading Program.

The Degrees of Reading Power (DRP) provides information about students' reading comprehension levels and will be used to determine student progress, target individual students who are in need of additional reading support, and provide information on the effectiveness of the support and intervention programs for students in grades four through eight. Based on the DRP results, and Analytical Reading Inventory results, students below grade level are assigned to support programs during the school day, after school, and during the summer.

The Analytical Reading Inventory (ARI) by Woods and Moe is a teacher-administered, one-on-one reading assessment given to assess student reading skills and strategies and to inform classroom instruction. The assessment results determine a student's instructional and independent reading levels, and tell the teacher which reading strategies a student is able to use effectively and which strategies and skills require improvement. The ARI is used for students in Grades 4 through 8. The ARI is administered during the last month of the school year to confirm the reading level of:

- Students in Grades 6 and 7 who are at risk of retention;
- Students in Grades 5/6 and 8 who are close to grade level but below the cut point for placement in a regular reading class;
- Students in Grades 4 through 8 who were waived from taking the DRP; and
- Students in Grades 4 through 8 for whom the teacher believes the DRP score is not an accurate measure of the student's reading level.

Various district formative assessments have been developed and are being used to support teachers and principals when monitoring student growth in literacy. Schools determine which assessments to use based on the instructional program at the site. These assessments include:

- Early Literacy Survey (Phonemic Awareness, Phonics and Concepts of Print) for Kindergarten
- Writing Rubrics for grades K-8; and genre specific for grades 9-10
- Diagnostic Assessments for middle level and high school
- Reading Benchmark Assessments for grades 6-8 (Program Improvement Schools)
- Listening/Speaking Rubrics for grades K-6
- English Language Development Performance Indicator for all English Learners
- Houghton Mifflin Summative Assessments
- Reading Benchmark Assessments for grades K-6 are being piloted



Mathematics

Assessing Math Concepts (Grades K-2) is a continuum of assessments that focuses on important core concepts that must be in place if students are to achieve standards in mathematics. The data that are gathered and organized using the assessment tools provide teachers with the information that is needed to determine precisely what students need to learn next.

The District Mathematics Test (DMT) is a criterion-referenced exam that addresses state content standards and assesses key number and operations concepts and basic problem-solving skills for students exiting Grades 5 and 6. The results of the assessments are used to revise the instructional program and to place students in appropriate intervention courses.

The Mathematics Diagnostic Testing Project (MDTP) Pre-Algebra Readiness Tests measure, in Pre-algebra, Algebra, and Geometry, whether students have learned key foundational concepts and skills and are prepared for the next courses in the instructional sequence. The assessments were developed by researchers at the University of California San Diego.

The results from the eighth grade testing are used to identify students who need additional algebra instruction in ninth grade. Results from the ninth grade testing are used to identify students in need of additional support to pass the mathematics portion of the California High School Exit Exam and to evaluate the effectiveness of the ninth grade intervention course, Algebra Explorations.

End of module assessments and benchmark assessments are administered to students in selected mathematics classes in Grades 3-7, Algebra 1-2, and Algebra Explorations (Grade 9). Benchmark items are aligned with state content standards and can be used to give evidence of the depth of student understanding of key concepts and skills. Teachers analyze the student work from the benchmark assessments at sites and during centrally provided professional development. The benchmark assessments serve as tools for professional development and are used to inform classroom instruction.

End-of-Course Exams- Literacy, Mathematics, Science, History/Social Science

District-developed, criterion-referenced, end-of-course exams are administered to students who are in the second semester of selected subjects: Algebra 1-2, Intermediate Algebra 1-2, Geometry 1-2, English 1-2, English 3-4, World History, Chemistry 1-2, and Physics 1-2. Students enrolled in Honors courses also are expected to take a comprehensive/end-of-course exam in the particular subject. as part of the standard syllabus for each course. The exams serve the following functions:

- They establish the effectiveness of the curriculum in each subject and inform classroom instruction.
- They ensure that course content across the district is focused on the state content standards in each subject area.
- They establish a common level of expected performance across the district and provide a culminating experience for students.
- They inform grading to make the evaluation of student performance more consistent across classrooms and schools.
- They allow schools to identify students who need additional support to be able to meet graduation requirements.



Small field tests were conducted of each test during the spring of the year before implementation districtwide. Results of each field test are being analyzed to:

- Ensure alignment of tests with state content standards.
- Ensure alignment of the English Language Arts and mathematics tests with the California High School Exit Exam.
- Ensure accuracy and clarity.
- Identify testing bias that may exist for specific groups of students, e.g., by gender or ethnicity.

Standards-Based Report Card

A district developed standards-based report card is being implemented in 58 elementary schools for the 2007-08 school year. . This reporting tool will support teachers and parents in monitoring student progress towards achieving the standards. Teachers and site administrators are engaged in the analysis of student work based on the various proficiency levels and district-wide calibration of proficient work is taking place. Support materials are being created to assist parents and staff in understanding how to report student achievement in a standards-based instructional system.



Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics by 2013-2014.

Planned Improvement in Student Performance in Reading

Baseline student performance data from the 2002 California Standards Test (CST) in English Language Arts indicate that approximately one in three students (34 percent overall) who took the language arts tests for Grades 2-11 achieved the proficient level or above. Student performance data from the 2006 CST in English Language Arts indicate that 43.8 percents of the students who took the language arts tests for Grades 2-11 achieved the proficient or advanced level. These data indicate consistent growth in literacy.

Instruction, curriculum, and professional development are aligned with the Reading/Language Arts Framework for California Public Schools and state content standards. SDUSD provides a research-based, comprehensive approach to reading instruction for all students in grades K-12. The Reading/Language Arts Framework for California Public Schools is used by all literacy teachers in defining the expectations for each grade level ('what' to teach). The *SDUSD Literacy Framework* provides teachers of reading with a consistent set of pedagogical approaches that are used across grade levels and instructional contexts. These literacy approaches offer strategic levels of instructional support that facilitate student independence with increasingly difficult reading materials, tasks, and experiences. The *SDUSD Literacy Framework* is used by all reading teachers in making informed decisions about 'how' to teach.

Students with disabilities have access to core curriculum in English Language Arts which includes appropriate modifications and accommodations. Supplemental instructional strategies and curriculum are used as appropriate.

The Literacy Department supports Area Superintendents, principals and vice principals as they provide ongoing, site-based professional development and coaching for all teachers of literacy. The site principal determines the coaching needs of teachers and the professional growth needs of groups of teachers in order to collaboratively plan, deliver, and monitor appropriate support strategies. The Literacy Department has worked to support schools in building the capacity of lead teachers to provide leadership and support to grade level colleagues. Teachers of reading, writing, speaking and listening receive support to: (a) utilize print-rich, resource-rich, language-rich classrooms; (b) monitor students' literacy achievement and behaviors using both formative and summative assessments; (c) plan research-based instruction that is responsive to the assessed needs of students, (d) maximize instructional time; (e) use state approved textbooks and grade-level appropriate narrative and expository/informational texts, and (e) plan, implement, and monitor research-based, standards-aligned instruction.

English Language Arts textbooks were adopted in 2002-03. Adopted textbooks are: Elementary- Houghton Mifflin; Grades 6-8- Prentice Hall and Grades 9-10- McDougal Little. In addition to these core curricular resources, teachers in Grades K-8 have received a variety of supplemental text materials. Teachers were allocated funding to purchase instructional materials, from recommended lists generated by the Literacy Department, to build rich classroom libraries of grade-level appropriate narrative and



expository/informational books. The Literacy Department has developed standards-based Curriculum Maps to guide instruction in Grades K-12. Teachers use these resources to organize, plan, implement, and monitor standards-based instruction for all students. Teachers work collaboratively in grade level teams/departments with the support of the Literacy Department, principals, and teacher leaders to develop units of inquiry/study that are aligned to the Curriculum Maps. State approved textbooks and supplemental classroom library materials are utilized within these units of inquiry/study to support all students in meeting or exceeding grade-level standards in reading.

Extended Day Reading Programs and Summer School/Intersession Programs for literacy support are offered at elementary and middle schools in Program Improvement Year 2 and beyond. High School students enrolled in summer school to make up credits needed to graduate. Grade 9 students take the district-developed pre- and post-English end-of-course exams to determine progress in meeting or exceeding grade-level standards and to determine progress toward passing the California High School Exit Exam (CAHSEE). All senior high schools offer CAHSEE Exam Preparation courses.

English Language Arts Student Outcome Measure: California Standards Test. An increasing percentage (a minimum of 46.3% for 2007) of students in Grades 2-8 will score at or above the proficient level on the English Language Arts portion of this yearly test such that each school and the district as a whole will meet or exceed the state Adequate Yearly Progress objectives under No Child Left Behind.

English Language Arts Student Outcome Measure: California High School Exit Exam. A goal of 100% of students in Grades 10-12 will score at or above the proficient level on the English Language Arts portion of the CAHSEE.

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Projected Funding Sources
<p>1. Alignment of instruction with content standards:</p> <p>The Literacy Department has supported building instructional capacity through an infrastructure of central office resource teachers who have worked extensively with principals, vice principals, and classroom teachers to ensure the alignment of literacy instruction with state content standards. Lead teachers have also begun to support colleagues with planning standards-based instruction.</p> <p>a. Job-embedded instructional supports and site-specific professional development will be organized, implemented, and monitored at each district elementary, middle-level, and secondary school by site principals, vice principals, and teacher leaders. The Literacy Support Staff assigned to Area</p>	<p><i>Ongoing</i></p> <p>Literacy Department Staff, Area Superintendents, Site Administrators Teachers</p>	<p>Title I Title II Part A General Funds Site Funding</p>



Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Projected Funding Sources
<p>Superintendents will support this work.</p> <p>b. Site-based literacy resource teachers will work at elementary schools to provide professional development, coaching, and curriculum support to teachers. These positions are site funded and allocated.</p>		
<p>c. Early Literacy Support Resource Teachers (ELSRTs) offer a range of strategic supports to students who are reading below grade-level expectations. These early reading specialists support student achievement using research-based strategies including individualized tutoring and small group instruction. These positions are funded and allocated at the site level.</p>		
<p>2. Use of standards-aligned instructional materials and strategies: <u>Reading/Language Arts Framework for California Public Schools</u>, state approved textbooks, the <i>Literacy Framework</i>, the K-12 Literacy Curriculum Maps, and grade-specific units of inquiry/study are used to guide instruction and assessment and to ensure that students meet or exceed state content standards. The Literacy Department Support Staff engages teachers in the selection and effective implementation of textbooks and supplemental instructional materials. Supplemental classroom libraries support teaching and learning in all classrooms where literacy instruction occurs. The Literacy Department supports principals, vice principals, and teachers in the use of research-based instructional strategies designed to maximally support student achievement.</p>	<p><i>Ongoing</i> Literacy Department K-12 teachers of reading Site Administrators</p>	<p>State textbook allocations Title II</p>
<p>3. Extended learning time: In the 2006-07 school year, Extended Day Reading Programs will be offered at: (a) all Program Improvement Schools in Year 2 or more (Grades 1-8), (b) all middle schools for students in Grades 7-8 regardless of their program improvement status, and (c) focus on vocabulary development and reading comprehension based on strand data (Grades K-6).</p>	<p><i>Ongoing</i> Extended Learning Programs Dept., Literacy Department, Teachers of reading in Extended Learning Programs.</p>	<p>Hourly Programs TIIBG Title I Part A</p>



Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Projected Funding Sources
<p>4. Increase access to technology in English Language Arts with:</p> <p>Reading instruction is supported through student access to: (a) word-processing and desktop publishing software to support the writing process, (b) technology supported learning aides (i.e., graphic organizers) that allow students to record, organize, prioritize, and manipulate concepts and information, (c) support programs for students not yet proficient, and (d) informational literacy strategies to locate and evaluate information. Students and teachers have access to online resources through <i>United Streaming</i> and <i>EBSCO</i>.</p>	<p><i>2005-07 secondary</i> <i>2007-09 upper elementary</i></p> <p>Literacy Department, Educational Technology Department, Resource Teachers</p>	<p>Title II Part D Title I Chp 19</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>The Literacy Department Support Staff supports effective reading instruction through collaboration with site principals, lead literacy teachers, and teachers attending grade level professional development across the district. During 2006-07, staff development and in-class coaching will be organized, implemented, and monitored by Area/Assistant Superintendents, principals, vice principals, and teacher leaders. The Literacy Department will supplement job-embedded and site-specific supports through grade-level workshops/trainings and topic-specific workshops/trainings. The Literacy Department will support the ongoing development of grade-level units of inquiry/study that are aligned to the SDUSD standards-based Curriculum Maps and the California standards. These units of inquiry/study are designed in collaborative grade-level groups led by the site administrators and teacher leaders with support from the Literacy Department staff. The Literacy Department will provide support to school staffs regarding: (a) how to accelerate the learning of African American and Hispanic students, (b) research-based reading intervention strategies that accelerate student learning, and (c) timely and accurate communication to parents regarding student achievement.</p>	<p><i>Ongoing</i></p> <p>Area/Assistant Superintendents Literacy Department Site Administrators Teachers</p>	<p>General Fund Title II</p>



Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Projected Funding Sources
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ul style="list-style-type: none"> a. Parents are notified by mail each spring of the scores their students receive on the DRP. The test results are accompanied by a descriptive brochure explaining what the scores mean. b. Staff, parents, and community are kept informed of improvements in English Language Arts through Fact Sheets, Staff Bulletins, and other publications that are available in hard copy and on the district website and are translated in a variety of languages. c. Parents at Title 1 schools are invited to 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. d. For at-risk students within the first nine weeks of school, if possible, but no later than the first 12 weeks, teachers/counselors identify students, notify parents, and develop and implement a Learning Contract. e. 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. f. Eligible students in Program Improvement Schools Years 1-5 are offered Choice opportunities to attend another public school and eligible students in Program Improvement Schools Years 2-5 are offered opportunities to receive Supplemental Educational Services. 	<p><i>Ongoing</i></p> <p>Literacy Department; Standards; Assessment and Accountability Division; Communications Department; Parent, Community and Student Engagement Branch; Special Projects Division; Teachers, Site Administrators and counselors</p>	<p>Title I General Fund Site Funding</p>



Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Projected Funding Sources
<p>f. 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. In the 2006-07 school year, CAHSEE Preparation was also offered at high schools for students in grades 9-12 as part of the Extended Day Program and/or Summer School.</p> <p>g. An Eighth Grade Retention/Promotion policy is being implemented to ensure students are better prepared for high school. This implementation will begin with students who are in eighth grade during the 2006-07 school year.</p> <p>h. Parent Support personnel are assigned to each Area Superintendent to provide focused support and professional development for parents.</p>		
<p>8. Monitoring program effectiveness:</p> <p>a. Area Superintendents, principals, and curriculum managers 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.</p> <p>b. Student achievement is measured using the California Standards Test, the California High School Exit Exam, the DRA, the DRP, End-of-Course Exams, and the ARI. Benchmark assessments will be piloted for Grades 2-5 in 2007. Data on student achievement are disaggregated by school, teacher, ethnicity, gender, etc. and are used by the Area Superintendents, curriculum managers, principals, and teachers to identify areas of instructional strengths and weakness.</p>	<p><i>Ongoing</i></p> <p>Area Superintendents, Principals, Curriculum departments, Special Projects Division; Standards, Assessment and Accountability Division</p>	<p>Title I Title II Hourly Funding General Funds</p>



Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Projected Funding Sources
<p>9. Targeting services and programs to lowest-performing students:</p> <ul style="list-style-type: none"> a. To ensure that students who are struggling get extra support for reading while they are in the elementary grades, sites may fund Early Literacy Support Resources Teachers (ELSRT). These teachers use research-based strategies to provide small group instruction and/or provide a concentrated series of one-on-one sessions with struggling readers in Grades K-2. Two Literacy Department Early Literacy Specialists provide professional development and coaching to the site-based ELSRTs. b. Sites have the option to provide Academic Support Classes to students who need additional support in reaching proficiency in English 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. c. In addition to offering the course, sites may also fund the reduction of class size to better meet the needs of these students. Literacy Department Support Staff provide any needed professional development for these teachers d. 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 a specially designed support course. Teachers of this course receive appropriate professional development on strategies to improve student reading and test performance. In the 2006-07 school year, 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. e. Program Improvement Schools identify specific activities/programs to be implemented to accelerate student performance at each specific site. 	<p><i>Annually</i> Literacy Department</p>	<p>Title I Title II Site Funding</p>



Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Projected Funding Sources
10. Any additional services tied to student academic needs:		

Planned Improvement in Student Performance in Mathematics

Baseline student performance data from the 2002 California Standards Test (CST) in Mathematics indicate the following:

- More than one in three students who took the mathematics tests for Grades 2-7 (40.8 percent overall) achieved the “proficient” level or above.
- One in eight students (12.3 percent) achieved the state standard on the Algebra I test.
- One in eight students (12.8 percent) achieved the state standard on the Algebra II test.
- One in seven students (13.6 percent) achieved the state standard on the Geometry test.

Student performance data from the 2006 CST in Mathematics indicate that the following percentages of students achieved the proficient or advanced level:

- 53 percent of students in Grades 2-7 achieved the proficient or advanced levels
- 19.0 percent of students achieved the state standard on the Algebra I test
- 13.1 percent of students achieved the state standard on the Algebra II test
- 17.1 percent of students achieved the state standard on the Geometry test

When assessment results were disaggregated by ethnicity (Figure M-2), the overall findings indicated that African American and Hispanic students were performing at a less proficient level than students from other ethnic groups, particularly Asian and White students. Analyses of the CST results identify the need for increasing comprehensive professional development for teachers and improving the use of curriculum materials and instruction for students to address state content standards. There is a clear need to improve the effectiveness of the materials and the instruction in mathematics for African American and Hispanic students.

SDUSD has made a commitment to ensuring that all students achieve success at a high level of mathematics fluency and understanding. The structure and delivery system of student instruction and professional development vary to meet the needs of different grade levels. Mathematics instruction in Grades K-6 lays the groundwork for algebra and geometry courses in Grades 8-12 and provides skills and knowledge needed to be successful in algebra and beyond. Teachers of mathematics are engaged in ongoing learning that supports instruction based on the district Mathematics Framework—including content study with university faculty, conceptually-based pedagogy programs, and site-based professional development.



Mathematics Student Outcome Measure: California Standards Test. An increasing percentage (a minimum of 55.4% for 2007) of students in Grades 2-8 will score at or above the proficient level on the mathematics portion of this yearly test such that each school and the district as a whole will meet or exceed the state Adequate Yearly Progress objectives under No Child Left Behind.

Mathematics Student Outcome Measure: California High School Exit Exam. A goal of 100% of students in Grades 10-12 will score at or above the proficient level on the mathematics portion of the (CAHSEE).

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>The Mathematics Department has established a support structure to ensure that mathematics instruction K-12 is aligned with state content standards.</p> <ul style="list-style-type: none"> a. Job-embedded instructional supports and site-specific professional development will be organized, implemented, and monitored at each district elementary, middle-level, and secondary school by site principals, vice principals and teacher leaders. The Mathematics Support Staff assigned to Area Superintendents will support this work. b. Site-based mathematics resource teachers will work at elementary and middle schools to provide professional development, coaching, and curriculum support to teachers. These positions are site funded and allocated. c. Mathematics Department will provide site resource teachers with support, guidance, and ongoing professional development 		<p>Title II Part A Title I Part A Site funds General Funds</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>The Mathematics Framework for California Public Schools, the district Mathematics Framework and other documents guide instruction, curriculum, and assessment, in order to ensure that students meet state content standards.</p> <ul style="list-style-type: none"> a. Each classroom in which mathematics is taught will receive instructional materials and opportunities for teacher professional development that address state content standards. 	<p>Mathematic Dept., Instructional Materials Dept</p>	<p>State textbook allocations Title II Part B AB 466</p>



Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Funding Source
<p>b. 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 Mathematics Department has engaged teachers K-12 in the adoption and implementation of the following textbooks that address state content standards:</p> <ul style="list-style-type: none"> • <i>Harcourt Math</i>, K-6, Harcourt School Publishers, 2002 • <i>Pre-Algebra</i>, Prentice Hall, 2001 • <i>Algebra I, Concepts and Skills</i>, McDougal Littell, 2001 • <i>Algebra I</i>, Prentice Hall, 2001 • <i>Discovering Algebra</i>, Key Curriculum Press, 2002 • <i>Discovering Geometry: An Inductive Approach</i>, Key Curriculum Press, 2003 • <i>Geometry</i>, McDougal Littell, 2001 • <i>Algebra 2, Holt</i>, Rinehart and Winston, 2004 • <i>Advanced Algebra 2</i>, McGrawHill, Glencoe, 2005 • <i>Math Matters 3</i>, Lynch and Olmstead, National Textbook, 2001 • <i>Workshop Statistics: Discovery with Data and the Graphing Calculator</i>, 2nd ed., Key Curriculum Press, 2002 • <i>The Practice of Statistics</i> (2nd ed.) with CD • <i>Advanced Math: Precalculus with Discrete Math and Data Analysis</i>, McDougal Littell, 1997 • <i>Precalculus</i>, Prentice Hall, 2004 • <i>Honors Precalculus</i>, 6th ed., Pearson/Addison Wesley, 2004-2005 • <i>Finite Mathematics and Calculus with Applications</i>, Prentice Hal, 2002 -2005 • <i>Calculus, Graphical, Numerical, Algebraic</i>, Pearson Education, Prentice Hall, 2003 <p>Additional classroom sets of textbooks will be purchased for all adoptions 2005 and beyond to enable students to keep textbooks at home.</p>		



Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Funding Source
<p>3. Extended learning time:</p> <p>a. Extended Day Mathematics Programs (EDMP) are available for students in grades 1-8 at schools in Program Improvement Year 2 and beyond. In addition, the EDMP is offered to students at all middle schools in grades 7-8 regardless of their program improvement status.</p> <p>b. In the 2006-07 school year, Summer School and Intersession will be offered at all API 1-5 schools. Additional sites will be opened to ensure citywide access. Due to limited funding, each school will be given a percentage of their students performing below grade level for Grades K-9; for Grades 10-12 it will be a percentage of their students who received a D or F in any core subject in the previous school year.</p> <p>c. 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.</p>	<p><i>Ongoing</i></p> <p>Extended Learning Department, Mathematics Department</p>	<p>Hourly Programs TIIBG Title I Part A</p> <p>CAHSEE Intensive Instruction Title I Part A</p>
<p>4. Increased access to technology:</p> <p>Technology goals and applications will be used in mathematics classes to:</p> <ul style="list-style-type: none"> • 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. 	<p><i>On-going</i></p> <p>Mathematics Dept.</p>	<p>Title II Part D Title I Chp 19 Title II Part B</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>a. 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 standards.</p> <p>b. 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.</p>	<p><i>On-going</i></p> <p>Mathematics Department</p>	<p>NSF Title II Part B Private foundations</p>



Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Funding Source
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ul style="list-style-type: none"> a. 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. b. Parent University classes help parents at Title 1 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. c. For at risk students within the first nine weeks of school, if possible, but no later than the first 12 weeks, teachers/counselors identify students, notify parents, initiate placement, develop and implement a Learning Contract. d. 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 experiencing. e. Parent Support personnel are assigned to each Area Superintendent to provide focused support and professional development for parents. 	<p><i>On-going</i> Mathematics Dept.; Communications Dept.; Parent, Community and Student Engagement Branch; Parent Academic Liaisons; Special Projects Division; Teachers site administrators and counselors</p>	<p>General Fund Title I Part A TIIBG Site Funding</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>A percentage of incoming ninth graders who are below or significantly below grade level attend a 6-week Summer Bridging Program prior to entering high school. Sites are encouraged to maintain a waiting list in order to maximize the number of students who attend this program.</p> <p>An Eighth Grade Retention/Promotion policy is being implemented to ensure students are better prepared for high school. This implementation will begin with students who are in eighth grade during the 2006-07 school year.</p>	<p><i>Annually</i> Mathematics Dept. Extended Learning Programs Dept.</p>	<p>Hourly Funding Title I Part A</p>



Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Funding Source
<p>8. Monitoring program effectiveness:</p> <p>a. Area/Assistant Superintendents, Mathematics curriculum managers, principals, vice principals and site mathematics resource teachers visit classrooms and analyze instructional practice. The director, managers, and resource teachers in the Mathematics Department 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.</p> <p>b. Student achievement is measured using the California Standards Test, the California High School Exit Exam, the MDTP, district mathematics test, and the district developed performance assessments. Data on student achievement are disaggregated by school, teacher, ethnicity, gender, etc. and are used by the Area Superintendents, curriculum managers, and principals to identify areas of instructional weakness and to provide student supports.</p>	<p><i>On-going</i></p> <p>Area Superintendents; Assistant Superintendent; Mathematics Dept.; principals, resource teachers, site administrators; Special Projects Division Standards, Assessment and Accountability Dept.</p>	<p>Title II Part B General Fund Title I Part A</p>
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>a. Students who are below grade level entering grade 6 in middle school or grade 7 in junior high are placed in Mathematics Explorations 6 or Pre-Algebra Explorations 7.</p> <p>b. Students who are below grade level in algebra entering Grade 9 are placed in an Algebra Explorations 9 course.</p> <p>c. Sites have the option to provide Academic Support Classes to 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. In addition to offering the course, sites may also fund the reduction of class size to better meet the needs of these students. Mathematics Department Support Staff provide any needed professional development for these teachers.</p> <p>d. 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</p>	<p><i>Annually</i></p> <p>Mathematics Dept.</p>	<p>Title I Part A Hourly programs; TIIBG CAHSEE Intensive Instruction Site Funding</p>



Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Funding Source
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. e. Program Improvement Schools identify specific activities/programs to be implemented to accelerate student performance at each specific site.		
10. Any additional services tied to student academic needs:		



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 2003-04 Title III Accountability Report was released for the first time by the California Department of Education (CDE) in December of 2004. This district-level report indicated the status of our English Learner (EL) students in achieving each of the three, newly created “Annual Measurable Achievement Objectives” (AMAOs), the assessment of which are now required by Title III of the No Child Left Behind Act.

AMAOs 1 and 2 measure EL student progress in attaining English language proficiency over time, based on results of the California English Language Development Test (CELDT), while AMAO 3 considers the academic achievement of the district’s EL subgroup based on Adequate Yearly Progress information that was released by the CDE in August of 2004. The district’s ELs successfully achieved all three AMAOs for academic year 2003-2004. Percentages of ELs meeting targets for AMAO 1 and AMAO 2 are as follows: AMAO 1: 58.7% and AMAO 2: 36.1%. For academic year 2004-2005, the AMAO target for AMAO 1 will be 51.5%, and for AMAO 2, 30.7%.

The district uses the results from (1) the CELDT, to monitor the English language acquisition of its ELs, (2) the CST-ELA, to monitor their progress in academic course work in literacy, and (3) 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.

San Diego City Schools offers three 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 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 insure access to grade-level core curriculum. Such instruction must be provided by teachers with advanced training 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 a good working knowledge of 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. In certain cases, an entire class may be composed of ELs with similar proficiency levels, as long as they qualify for the SEI program.

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

SDCS currently offers a **Biliteracy** program for Spanish speaking ELs at a number of elementary schools, and at one middle and one high school. 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. ELs are sometimes grouped in full grade-level Biliteracy classrooms or sometimes grouped within grade-level SEI or MEC classrooms during English instruction. An approved Parental Election Application is required for participation in this program. Approval for, and placement in, the Biliteracy program is based on the individual merits of each application.

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

NCLB Title III Requirements	Description of how the LEA is meeting or plans to meet this requirement.
<p>I. Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <p>1a. Describe the programs and activities to be developed, implemented, and administered under the subgrant.</p>	<p>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 district elementary schools. The function of the ELST is to create, and directly support, systems at the assigned site(s) so that second language operations and compliance flourish, and teaching and learning of EL students is enhanced. The ELST serves as the site(s) EL coordinator and works closely with the principal, staff, EL students and their parents in order to:</p> <ol style="list-style-type: none"> 1. Effect the identification, assessment, purposeful and compliant placement, parent notification, monitoring, annual reappraisal, and reclassification of the site’s ELs; 2. Create and/or maintain and sustain a fully functioning and compliant English Learner Advisory Committee (ELAC) and attend monthly evening District English Learner Advisory Committee (DELAC) meetings together with the site’s parent representative; 3. Plan, implement, monitor, and assess support mechanisms pertinent to instruction and achievement of ELs; 4. Serve as the daily resource and point-of-contact for EL issues at the assigned site(s);



NCLB Title III Requirements	Description of how the LEA is meeting or plans to meet this requirement.
	<ol style="list-style-type: none"> 5. Provide direct instructional support to small groups of EL students; 6. Make recommendations to the principal regarding all aspects of EL programs/services; 7. Research and/or procure text materials and instructional resources for site EL programs (i.e., SEI, MEC, Biliteracy); 8. Design, conduct, and monitor trainings and meetings for site staff and parents of ELs to facilitate the diffusion of knowledge about EL program compliance issues; 9. Maintain appropriate documentation and records and submit reports relating to EL programs and services as required by state and federal law and district policy. <p>The district will continue and expand the ELST program.</p>
<p>1b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122.</p>	<p>The district has used Title III funds to help EL students meet the State’s annual measurable achievement objectives by:</p> <ul style="list-style-type: none"> • Launching phase one of a newly created English Learner Support Teacher (ELST) program, under which ELSTs are assigned to district elementary schools. • Developing an English learner component of a district-wide application computer system to which all sites have access. • Allocating funds to sites to purchase or support any of the following: (a) supplemental text materials, (b) professional development for teachers and others working with ELs, (c) supplemental services for ELs, (d) accountability strategies to monitor teaching and learning of ELs, (e) site ELACs, (f) teachers in obtaining authorization to teach ELs, and/or (g) second language community participation programs. • Purchasing a sufficient number of bound copies of the ELD standards to provide to all teachers of ELs over a two year time period. (Site peer coaches/principals/vice principals/teacher leaders provide teacher training on optimal usage of the ELD standards to guide instruction, assessment, and monitoring of ELs.) • Creating videotapes of EL students participating in lessons and engaging in academic discourse and using them in professional development sessions to help teachers improve their skills in providing appropriate differentiated instruction and participation opportunities to ELs who are “stuck” in the Intermediate English proficiency level.



NCLB Title III Requirements	Description of how the LEA is meeting or plans to meet this requirement.
<p>1c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <p>i. Meeting the annual measurable achievement objectives described in Section 3122;</p> <p>ii. Making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B);</p> <p>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).</p> <p>1d. Describe how the LEA will promote parental and community participation in LEP programs.</p>	<p>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 Standards, Assessment, and Accountability Division to:</p> <ul style="list-style-type: none"> • monitor the progress of ELs with respect to English language acquisition and academic achievement, and • report the findings to schools and the larger community in the form of classroom-level reports by teacher, school-wide reports, and district-wide evaluation reports. <p>The findings 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 data analysis training were provided to principals as part of the district’s 2-year English Learner Initiative. In addition, ELSTs were fully trained by Standards, Assessment, and Accountability staff on monitoring the progress of ELs. ELSTs in turn provided 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 these data to determine teaching and learning strengths and challenges, and for EL program monitoring and improvement.</p> <p>The district has followed through on elements of a plan, approved by the Board of Education on April 8, 2003, to ensure 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 were used to provide resources to fully implement and sustain this plan. Key elements are listed below:</p> <ul style="list-style-type: none"> • Provide clear, timely information (e.g., circulars, training materials) regarding ELAC membership and configuration requirements. • Provide an annual, mandatory training and comprehensive voluntary training throughout the year for site principals, ELAC advisors, and ELAC chairpersons. • Ensure that all eligible sites appropriately select representatives for the DELAC.



NCLB Title III Requirements	Description of how the LEA is meeting or plans to meet this requirement.
	<ul style="list-style-type: none"> • Provide individual support to site staff and advisory group leadership, to ensure strong, positive EL parent involvement. <p>In addition: (1) ELSTs have played an active role in generating and supporting parent involvement for parents of ELs and, as a result, attendance at DELAC meetings has increased dramatically and, (2) principals have received training on the <i>NCLB Declaration of Rights for Parents of ELs</i>.</p>
<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c).</p> <p>The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> • English proficiency; and • Academic achievement in the core academic subjects. 	<p>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:</p> <ul style="list-style-type: none"> • <i>Structured English Immersion (SEI)</i> - designed for ELs at the earlier levels of English proficiency. • <i>Mainstream English Cluster (MEC)</i> - designed for ELs at the higher levels of English proficiency. • <i>Biliteracy for Spanish Speakers</i> - for ELs at all levels of proficiency with approved Parent Elections. <p>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 a working knowledge of English move on to MEC.</p> <p>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).</p> <p>Biliteracy 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.</p>
<p>3. Provide high quality professional development:</p> <ul style="list-style-type: none"> • Designed to improve the instruction and assessment of 	<p>Teachers and principals have been attending ongoing professional development focused on strengthening the teaching of English Learners. The professional development is designed so teachers and principals can explore the most effective scientifically based instructional strategies for accelerating the achievement of ELs, including observation protocols to monitor teachers’</p>



NCLB Title III Requirements	Description of how the LEA is meeting or plans to meet this requirement.
<p>LEP children;</p> <ul style="list-style-type: none"> • 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. 	<p>implementation of ELD and SDAIE strategies, and the analysis and use of individual student and site-level data to improve program implementation. Professional development on “Focused ELD Instruction” is offered to school site teams.</p> <p>SEI, MEC, and Biliteracy program teachers are required to hold appropriate EL authorization or be in training to earn such authorization. In addition, the district encourages administrators, resource teachers, and academic support teachers to obtain such certification.</p> <p>ELSTs are required to fully participate in an intensive week-long training program and have attended monthly full-day scientifically based professional development sessions that focus on EL program compliance and EL student achievement.</p>
<p>4. Upgrade program objectives and effective instruction strategies.</p>	<p>Yes If yes, describe:</p> <p>After years of reform efforts aimed at improving instruction for all children, the district shifted into the second stage of its reform process, and launched a two-year <i>English Language Learner Initiative</i> in September of 2004. The goal of the initiative is to accelerate the academic achievement of ELs by accelerating the acquisition of English listening, speaking, reading, and writing. The 2004-05 goals for principals include:</p> <ul style="list-style-type: none"> • Understanding and leading the development of supportive classrooms for ELs. • Using teaching and learning methods at the site that result in all ELs achieving no less than the established benchmark criteria in English proficiency and CST. • Focusing on improving the achievement of ELs whose English proficiency is “stuck” at the Intermediate level. <p>To support the work of the principals, central office professional developers have supported a targeted number of schools, with a focus on in-classroom support provided directly to teachers, as opposed to large workshop-style settings. The focus of this professional development is to differentiate instruction for, and increase responsiveness to, ELs during planning and instructional time.</p>



NCLB Title III Requirements	Description of how the LEA is meeting or plans to meet this requirement.
<p>5a. Provide tutorials and academic or vocational education for LEP students.</p> <p>5b. Provide intensified instruction for LEP students.</p>	<p>Provide additional support to LEP students via Extended Day Programs and Extended Year programs (Intersession and Summer School). See description in item 7.</p>
<p>6. Develop and implement programs that are coordinated with other relevant programs and services.</p>	<p>Yes If yes, describe:</p> <p>With the availability of supplemental Title III funds, the district launched phase one of a newly created English Learner Support Teacher (ELST) program by assigning ELSTs to elementary schools. The function of the ELST is to create, and directly support, systems at the assigned site(s) so that second language operations and compliance flourish, and teaching and learning of EL students is enhanced. The ELST serves as the site(s) EL coordinator and liaison to parents of ELs. ELSTs also provide direct instructional support to small groups of SEI, MEC, and/or Bilingual program students.</p> <p>The district will expand the ELST program.</p>
<p>7. Improve the English proficiency and academic achievement of LEP children.</p>	<p>Yes If yes, describe:</p> <p>As described in Item 2, 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:</p> <ul style="list-style-type: none"> • <i>Structured English Immersion (SEI)</i> - designed for ELs at the earlier levels of English proficiency. • <i>Mainstream English Cluster (MEC)</i> - designed for ELs at the higher levels of English proficiency. • <i>Bilingual for Spanish Speakers</i> - for ELs at all levels of proficiency with approved Parent Elections. <p>Within all of these programs, the district provides class size reduction (20 students to 1 teacher ratio) for grades K-3 at all elementary schools. In addition, full-day Kindergarten has been in place since 1999. 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</p>



NCLB Title III Requirements	Description of how the LEA is meeting or plans to meet this requirement.
	<p>expectations.</p> <p>ELs, including those who are making timely progress in developing English language proficiency, are considered at risk of not meeting grade-level standards in English literacy (and, in certain cases, other core subjects). Therefore, they are eligible for supports provided through the Learning Contract (<i>see</i> parent notification section of Title III section of this plan), including the extended learning opportunities described below.</p> <p><u>Extended Learning Opportunities</u></p> <p>The “6 to 6” Extended School Day Program operates in collaboration with Children’s Initiative, City of San Diego, and non-profit organizations such as San Diego READS, Social Advocates for Youth, and the YMCA. “6 to 6” programs include three components: (1) academic activities (e.g., math and reading support and homework assistance and tutoring), (2) enrichment activities (e.g., arts, crafts, theater, and sports), and (3) activities to develop leadership and social skills.</p> <p><u>Extended Day Reading and Mathematics Programs</u> are provided at selected elementary and all middle schools and provide students in grades 1-8 with extra instruction for 60-90 minutes per day, 2-4 days a week, for 25 weeks. Classes are provided with additional materials, a student to teacher ratio of 10 to 1 at all NCLB Program Improvement Schools and 20 to 1 at all other schools, with a curriculum that supports the students’ daily studies. Teachers are selected by the school principal and participate in preparatory and ongoing professional development.</p> <p>In addition to extended day opportunities, extended year opportunities are provided through Summer School and Intersession at select elementary, middle, and senior high schools during each intersession of the school year (for year round schools) and during each summer (for traditional schools). Teachers of summer school and intersession are authorized to teach, and have experience teaching, ELs.</p>
<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</p> <ul style="list-style-type: none"> • To improve English 	<p><u>Yes</u> If yes, describe:</p> <p>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</p>



NCLB Title III Requirements	Description of how the LEA is meeting or plans to meet this requirement.
<p>language skills of LEP children; and</p> <ul style="list-style-type: none"> • To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	<p>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.</p> <p>The Community Based English Tutoring (CBET) program provides free English language and family literacy classes for parents of ELs. CBET is offered at 25 elementary schools and two secondary schools within the district. It offers flexible hours and free childcare during class hours. Small class size and trained instructors make this a high-quality parent program. When they have achieved an acceptable level of English proficiency, CBET participants practice reading to children in English in order to serve as classroom tutors and to support their own children’s attainment of English proficiency and academic achievement.</p> <p>The Parent Academic Liaisons program recognizes the importance of parent involvement in raising student achievement. Known as PALs, Parent Academic Liaisons are certificated teachers at elementary and secondary schools. The vast majority of PALs are bilingual and have experience working with ELs and their parents. The PALs’ work focuses on improving student achievement through strategic parent involvement activities and training for parents and staff.</p>
<p>9. Improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> 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. 	<p>By June 2010, all schools with ELs will implement language arts software and online learning tools specifically to assist EL students. The following activities will support this goal:</p> <ul style="list-style-type: none"> • Evaluate existing and proposed instructional software and online learning tools designed to assist EL students, for quality of resources and alignment to state content standards. • Evaluate existing and proposed instructional software and online learning tools designed to assist EL students for technical feasibility, support requirements, and cost and benefit; advise Area Superintendents. • Select the optimal products and resources designed to assist EL students for schools, based on student achievement information and input from district instructional and technical support staff. • Install software and links to online learning resources and materials. • Organize instructional schedules to facilitate student access to instructional resources.



NCLB Title III Requirements	Description of how the LEA is meeting or plans to meet this requirement.
10. Other activities.	<u>No.</u>

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 this requirement.
<p>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <ul style="list-style-type: none"> 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; e. How such program 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 	<p><u>Yes.</u> In June of 2003 the district revised all notification letters designed for parents of <i>initially identified</i> EL students, in order to incorporate additional NCLB-required information. The revised letters, which were disseminated with the updated version of the district’s <i>Master Plan for English Learners</i>, are written in six languages. The updated initial identification parent notification letters are used in combination with the Learning Contract described below.</p> <p>In October of 2004, the district followed through on a plan to fully inform parents of <i>continuing</i> EL students on an annual basis with an electronically generated, student-specific parent notification letter, which, in combination with the Learning Contract, meets all NCLB criteria. For all grade levels, the electronically generated letters include each student’s most recent CELDT proficiency level. In addition, letters for ELs in grades 1-2 include Developmental Reading Assessment (DRA) results, and, for ELs in grades 3-12, CST-ELA and Math results. These letters were sent to the parent/guardian’s home address via U.S. mail in English, and in the primary language whenever possible, within required timelines in fall of 2004. The district will use this same system to meet the NCLB requirement in subsequent years.</p> <p>Learning Contracts</p> <p>The intent of the Learning Contract is to support any student who is not proficient in grade level standards. ELs, including those who are making timely progress in developing English language proficiency, are entitled to supports provided through the Learning Contract; hence they are required for all ELs. Within the first nine weeks of student attendance if possible, but no later than the twelfth week, parents/guardians are notified and scheduled for a</p>



NCLB Title III Requirements	Description of how the LEA is meeting or plans to meet this requirement.
<p>individualized education program of the child;</p> <p>h. Information pertaining to parental rights that includes written guidance detailing –</p> <p>i. The right parents have to have their child removed from such program upon request;</p> <p>ii. The options that parents have to decline to enroll their child or to choose another program;</p> <p>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.</p>	<p>parent/teacher conference, and student placement in appropriate support/intervention programs (e.g., after-school reading) is initiated.</p> <p>The Learning Contract explains to parents how their EL student can be eligible for additional support in literacy and math. The Contract specifically outlines what interventions and supports are recommended. Translators are provided for parents who are non-English speaking so that everyone signing the agreement will clearly understand his or her responsibilities. The Learning Contract clearly states that students may be retained <u>if</u> they do not meet the performance criteria <u>and</u> have not participated in the available intervention programs as well as extended learning opportunities and supports. The Learning Contract is a mutual commitment signed by the school, the student and the parent or 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.</p>

Plans to Provide Services for Immigrants

NCLB Title III Requirements	Description of how the LEA is meeting or plans to meet this requirement.
<p>1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children.</p>	<p><u>Yes.</u> If yes, describe:</p> <p>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 immigrant students and families. It serves as the home for the district’s Parent University. Parent University supports immigrant parents in learning about American culture in general and about the U.S. educational system in particular. Through support of the Parent University, immigrant parents learn skills to enable them to become positively involved in their children’s K-12 education. 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.</p> <p>The Community Based English Tutoring (CBET) program provides free English language and family literacy classes for parents of ELs. The majority of immigrant students in the district are also ELs, so</p>



NCLB Title III Requirements	Description of how the LEA is meeting or plans to meet this requirement.
	<p>their parents are eligible to participate. CBET is offered at 25 elementary schools and two secondary schools within the district. It offers flexible hours and free childcare during class hours. Small class size and trained instructors make this a high-quality parent program. In addition, through their participation in CBET, parents of immigrant students are able to meet and network with other parents from their school and community. When they have achieved an acceptable level of English proficiency, CBET participants practice reading to children in English in order to serve as classroom tutors and to support their own children’s attainment of English and academic achievement.</p> <p>The Parent Academic Liaisons program recognizes the importance of parent involvement in raising student achievement. Known as PALs, Parent Academic Liaisons are certificated teachers assigned to full time positions at elementary and secondary schools. The vast majority of PALs are bilingual and have experience working with ELs and their parents. The PALs’ work focuses on improving student achievement through strategic parent involvement activities and training for parents and staff.</p>
<p>2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth.</p>	<p><u>No.</u></p>
<p>3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth.</p>	<p><u>No.</u></p>
<p>4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program</p>	<p><u>Yes.</u> 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 or major event 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</p>



NCLB Title III Requirements	Description of how the LEA is meeting or plans to meet this requirement.
<p>carried out with funds.</p>	<p>educational software that is appropriate for “newcomers” for only a few months at a time. The district will use Title III funds to create “Newcomer Kits” for upper elementary, middle, and senior high level immigrant students. The kits will 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. The kits will also include resource and activity books for teachers.</p> <p>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.</p>
<p>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.</p>	<p><u>No.</u></p>
<p>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</p>	<p><u>Yes.</u> If yes, describe: All district schools offer the Structured English Immersion (SEI) and the Mainstream English Cluster (MEC) programs, while several also offer Biliteracy for Spanish Speakers. The vast majority of immigrant students entering the district qualify for one of these programs. In order to be assigned to SEI, MEC, or Biliteracy programs, teachers receive training in cultural sensitivity, and become highly 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</p>



NCLB Title III Requirements	Description of how the LEA is meeting or plans to meet this requirement.
<p>introduction to the educational system and civics education.</p>	<p>expectation. Examples of activities conducted on a regular basis for immigrant students in these programs include:</p> <ul style="list-style-type: none"> • 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). <p>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).</p>
<p>7. Activities coordinated with other entities, to assist parents of immigrant children and youth by offering comprehensive community services.</p>	<p><u>No.</u></p>



Performance Goal 3: *By 2005-06, all students will be taught by highly qualified teachers.*

LEA Plan- Goal 3 Professional Development

Ensuring All Teachers are Highly Qualified as Defined by NCLB

SDUSD has been successful in helping teachers meet the NCLB Highly Qualified Teacher requirement during the 2006-07 school year. In the fall each school receives a report of the status of teachers based on the site's master schedule. A team of retired administrators was trained on the HQT requirement and strategies for assisting "new" and "not new" teachers in meeting the requirement. One-on-one meetings are convened at the school sites by the retired administrators for teachers not yet compliant. Individual, personalized plans outlining the steps a teacher must take to meet the requirement are created for each teacher. "New" teachers are offered the opportunity to attend district test-preparation classes at no cost and the district pre-pays their CSET registration. "Not new" teachers are assisted in gathering evidence through HOUSSE Part 1 and if necessary Part 2. District staff regularly monitor the progress each non-compliant teacher is making toward meeting the requirement.

Literacy and Mathematics

SDUSD has made considerable progress in improving teacher quality in the area of literacy and mathematics. Student performance on the CST has improved for every racial ethnic group. However, the achievement gap between specific ethnic groups continues to need to be addressed. African-Americans, Hispanics and English Learners continue to be the sub-groups with the greatest need.

All teachers in elementary schools and English teachers in middle and high schools have participated in intense professional development that has focused on understanding the state framework and standards, effective pedagogy for literacy learning (Cambourne, Holdaway), how students develop as listeners, speakers, readers, and writers, and the characteristics of different levels of text.

The district has received a National Science Foundation grant that is supporting improvements in mathematics and science. Extensive work has been done in mathematics with elementary, middle, Algebra and Geometry teachers.

AB 466 training for elementary teachers has been provided in the areas of literacy and mathematics. Future funding for this grant is being sought at this time.



Support for Teachers Along a Continuum of Growth:

Very few teachers without full credentials are working in our schools. However, to ensure the most highly qualified teachers are in our primary grades, SDUSD will use Title II funds to supplement class-size reduction at Grades K-3 as a retention and recruitment incentive. The smaller class size will make it more conducive for teachers to achieve the district goal of having all students reading at or above grade level by 3rd grade, thus reducing the number of students below grade level in our upper grades. The state partially funds a class size of 20:1 at these grade levels; however, the district will use Title II funds to make up the difference between cost and state funding received.

The district has been using federal funds to provide this augmentation for class size reduction in Grades K-3 since 1998, and student performance has improved in the area of language arts and mathematics for those students who were part of the cohort of students who had four years of class-size reduction as part of their early education.

An important use of Title II funds in SDUSD is for extensive professional development in literacy, mathematics, and science. Title II funds will support professional development focused on standards-based instruction, research-based instructional strategies that address specific student needs, and capacity building across the district. In all content areas there is a need to focus on how to accelerate the learning of our three lowest performing subgroups: our African American learners, our Hispanic learners and our English Language learners. Professional development tools such as video cases, case studies, and lesson study will be utilized to support staffs in addressing needs that are specific to their students. Literacy and Mathematics resource teachers are assigned to Area Superintendents to address the specific needs of schools/students in each area.

Improvement in science instruction is of particular concern because when the data are disaggregated by ethnicity, the gap between African American, Hispanic and Indochinese students on one hand, and Asian, Filipino, and White students on the other is very apparent. Achievement in science has been essentially unchanged.

Future Educator Clubs are established at high schools and some middle schools in an effort to interest students in the teaching profession. Club participants are eligible to apply for college scholarships to local community colleges and universities through the San Diego Education Fund for up to five years.

The district's Beginning Teacher Support and Assessment Induction Program provides job embedded professional development to participating teachers as they complete the requirements for obtaining their professional clear credential. Each participating teacher is assigned an experienced teacher trained to provide focused individualized support. Using the California Formative Assessment and Support System for Teachers (CFASST), the support provider and participating teacher work together to develop and refine strong teaching skills. Observations and feedback, coaching, demonstration lessons, and planning are a few of the ways support providers

assist beginning teachers. Monthly learning academies, plus courses in Advanced Technology, Health, and Teaching English Learners, complete a teacher's two-year development as a professional educator.

The district's National Board Certification Program provides teachers the opportunity to continue their professional growth through a rigorous process, which requires deep self-reflection and analysis of one's own practice. This process includes an intense assessment of the teacher's knowledge and actual demonstration of skills and professional judgment as applied daily in the classroom. Using the National Board for Professional Teaching Standards the teachers develop a portfolio. The portfolio reflects the teacher's deep knowledge of classroom-based best practices, working with families and community and his/her role as an educational lever. By participating in the National Board process, teachers demonstrate their professionalism, time and the pursuit of quality teaching for all students.

In addition to the professional development described above, Title II funds support:

- The implementation of a Science Resource Center and Science Resource Teachers to help teachers use science curricula that addresses state content standards.
- Ongoing professional development for TLC Coaches and teacher leaders in order to build capacity at each school site in the area of science
- Ongoing support to intern teachers by support providers through the delivery of professional development and coursework, classroom observations/demonstrations and co-teaching

Technology integration is a focus across all content areas because research has shown that the availability of educational technology promotes the use of collaborative learning, problem-based learning, expanded educational resources, and creativity, which are strategies that are important in all teaching and learning.

Planned Improvements for Professional Development (Title II)

Research on teacher quality by Darling-Hammond, Joyce and Showers and others found a definitive link between the learning of teachers and the learning of their students. *What Matters Most*, the report of the National Commission on Teaching and America's Future, synthesized this research in teaching and teacher preparation. In the introductory chapter, Gary Sykes states:

The premise is that the improvement of American education relies centrally on the development of a highly qualified teacher workforce imbued with the knowledge, skills, and dispositions to encourage exceptional learning in all the nation's students. The related hypothesis is that the key to producing well-qualified teachers is to greatly enhance their professional learning across the continuum of a career in the classroom.



SDUSD professional development programs have been designed to support the learning of teachers along a continuum of growth and the goal that all students will experience educational success and meet academic content.

Please provide a description of:	Persons Involved/Timeline	Funding Source
<p>1. How the professional development activities are aligned with the State’s challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>a. SDUSD professional development is organized and designed in a systemic way by the Curriculum and Instruction Division under the leadership of an Executive Director 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/Assistant Superintendents, curriculum departments 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.</p> <p>b. The BTSA Induction Program uses the two-year California Formative Assessment and Support System for Teachers (CFASST) as its method of formative assessment. Through CFASST, 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 CFASST 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.</p>	<p>Area/Assistant Superintendents, Curriculum & Instruction Division, Site Administrators, Teachers, Teacher Preparation Department</p>	<p>General Funds</p>



Please provide a description of:	Persons Involved/Timeline	Funding Source
<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <p>a. Each curriculum department has an overall director and individual managers and/or resource teachers for each grade level within that curriculum area. The directors, managers, and resource teachers meet regularly to review student assessment results, align teacher needs and identify research-based strategies and curriculum materials. Specific resource teachers are assigned as support staff to each of the Area /Assistant Superintendent.</p> <p>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.) The results of the research-based strategies are evident in that SDUSD students are achieving gains.</p> <p>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.</p>	<p>Area/Assistant Superintendents, Curriculum & Instruction Division, Curriculum departments, Site Administrators, Teachers, Teacher Prep Department</p>	<p>Title II Parts A & B</p>
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <p>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 district Standards, Assessment and Accountability (SAA) Division provides disaggregated results of both state and district assessments that are used to direct instructional decisions. Schools with the academically</p>	<p><i>Ongoing</i> Standards, Assessment and Accountability Division, Literacy Department, English Language Acquisition Department, Curriculum and Instruction Division, Area/Assistant Superintendents; Teacher Preparation Department Special Projects Division</p>	<p>General Funds Title II Title III</p>



Please provide a description of:	Persons Involved/Timeline	Funding Source
<p>neediest students are provided with the most resources and intensive implementation of activities.</p> <p>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.</p> <p>English Learner professional development will include strategies that focus on the following:</p> <ul style="list-style-type: none"> ▪ Designing focused, explicit English Language Development lessons for English Learners ▪ Identifying behaviors and strategies needed to accelerate our students at the 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 <p>c. The BTSA Induction participating teachers complete a 45 hour, 3 unit course- <i>Teaching English Language Learners and Students from Diverse Backgrounds</i>. This interactive course emphasizes the research-based methods for supporting English learners in the classrooms of beginning teachers. The course addresses three</p>		



Please provide a description of:	Persons Involved/Timeline	Funding Source
<p>major components- building background, increasing interaction with content and peers, and practice and application. Outcomes of the course include reflection, an analysis of research-based strategies, and development of three lessons targeting each component and oral presentation as well as a case study. The objectives of the course include:</p> <ul style="list-style-type: none"> ▪ Write a reflective journal that shows evidence of incorporating English learner strategies into his/her practice ▪ Analyze various English learner instructional strategies for implementation in his/her classroom ▪ Develop lessons that demonstrate application of the English learner course content to his/her classroom ▪ Present an English learner instructional strategy to his/her colleagues in class 		
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <ol style="list-style-type: none"> a. Site support for GATE and provides teachers and administrators. b. SDUSD also uses funds from the National Science Foundation (NSF), California Math Science Partnership (CaMSP), and from various private funders to provide comprehensive professional development in mathematics and science. 	<p><i>Ongoing</i> Teacher Preparation and Support division; Curriculum and Instruction division; Curriculum departments; GATE program office</p>	
<p>5. How will professional development activities be made available to teachers and principals and how will the LEA ensure that professional development (which may include teacher mentoring) meets the needs of teachers and principals?</p>		



Please provide a description of:	Persons Involved/Timeline	Funding Source
<p><u>To address literacy professional development needs:</u></p> <ul style="list-style-type: none"> a. Teacher leaders will work with principals to create units of inquiry 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. 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. 	<p><i>Annually/Ongoing</i> Literacy Dept.</p>	<p>Title II Part A General Fund Site Funding</p>
<p><u>To address mathematics professional development needs:</u></p> <ul style="list-style-type: none"> a. Grade level representatives from each elementary school are engaged in professional development focused on analyzing proficient student work and building content knowledge. b. Site funded elementary resource teachers will provide coaching and professional development at sites. c. Centralized district professional development programs will be provided for mathematics teachers during summers and on release days during the school year. d. Teachers of new secondary mathematics classes will participate in professional development specifically to meet their needs. e. Elementary Site Leadership Teams at Title I sites will participate in Developing Mathematical Ideas (DMI) professional development. f. Teachers at selected secondary sites will participate in lesson study. g. Specific support will be designed to meet the needs of Program 	<p><i>Annually/Ongoing</i> Mathematics Dept.</p>	<p>Title II Part A Title I Part A General Fund Site Funding</p>



Please provide a description of:	Persons Involved/Timeline	Funding Source
<p>Improvement schools and API 1 and 2 schools. Video cases and case studies will be utilized as tools for professional development.</p> <p>To address science professional development needs:</p> <ol style="list-style-type: none"> The Science Resource Center provides support to schools and teachers for science curriculum implementation including professional development, lesson study, coaching, assessment, leadership and assistance with inquiry-based instruction. Teachers at selected secondary sites will participate in lesson study. 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. The BTSA Induction Program, in partnership with the district’s Science Department, as participated in a Collaborative Lesson Study model. Beginning teachers work together, with experienced teachers, for 6 days during the academic school year in grade level teams. During the 6 days the teachers design, deliver, and refine lessons focusing on promoting student science conceptual understanding, inquiry-based pedagogical strategies such as questioning, assessing students work, and using observational data to inform instruction. 	<p><i>Ongoing</i> Science Department</p>	<p>Title II Part B CAMSP</p>
<p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p>The integration of technology will be phased into all professional development described in #5 above. Over the next five years the Educational Technology Program Manager and staff will take the lead in identifying professional development needs related to technology.</p>	<p><i>Annually</i> Educational Technology program office; Curriculum departments</p>	<p>Title II Part D</p>



Please provide a description of:	Persons Involved/Timeline	Funding Source
<p>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.</p> <p>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.</p>	<p><i>Annually</i> Educational Technology program office; teachers</p>	
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <p>a. The district is purchasing new equipment as part of its bond-funded capital improvement initiative (Prop MM) and is creating a facility for technology professional development. As schools are built and remodeled they are equipped with up-to-date multimedia computers and peripheral equipment for the new classrooms.</p> <p>b. SDUSD will use middle level science classrooms as the setting where students and their teachers will become the “early adopters” of technology-based learning strategies in support of a rigorous, standards-based curriculum. Science is an optimal choice for technology integration because the teaching approaches, i.e. inquiry, project-based learning, connections with real time data and natural phenomena, that are used in contemporary science</p>	<p><i>Through 2007</i> Prop MM</p> <p><i>Ongoing</i> Science Department; Ed. Tech. Department</p>	<p>Prop MM</p> <p>Title II Part B</p>



Please provide a description of:	Persons Involved/Timeline	Funding Source
<p>curriculum and instruction, are conducive to the integrated use of technology. Middle grades science classrooms will demonstrate technology integration as an important instructional asset for meeting state content standards. Both students and teachers will become adept in the use of technology to:</p> <ul style="list-style-type: none"> ▪ Collect and analyze data ▪ Access information from a variety of sources ▪ Prepare finished documents/presentations to convey results ▪ Conduct simulations and observe visualizations that illustrate difficult concepts <p>c. Professional developers and teachers in Literacy and Mathematics (not sure exactly who these people are) will observe the technology expertise developed in middle grades science classrooms and develop strategies for integrating technology in literacy and mathematics professional development. Teacher leaders will learn to use and demonstrate grade-appropriate computer-based tools that support improved literacy and mathematics teaching and learning. In mathematics, students and teachers use graphing calculators and software such as Fathom and Geometer's Sketchpad as tools for learning. Teachers of specific grade levels and courses learn to use these tools in professional development provided through summer institutes and release days during the school year.</p> <p>d. 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).</p> <p>e. Beginning teachers who participate in the district's BTSA Induction Program participate in a 45 hour, 3 unit technology course. The BTSA Induction Technology course gives the beginning teachers a</p>	<p>2006-2008 Literacy Department; Mathematics Department; Ed. Tech. Department</p>	



Please provide a description of:	Persons Involved/Timeline	Funding Source
<p>valuable experience in utilizing effective technology in teaching specific content areas to students as well as his/her own professional development. The technology course provides practical information and hands-on application for the beginning teachers. The course objectives include:</p> <ul style="list-style-type: none"> ▪ Use real on-line communication tools to support the mandatory CFASST component ▪ 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 ▪ Develop a class website ▪ Use computer-based programs to grade, evaluate and guide his/her instruction. 		
<p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <p>For the planning of professional development, Area and Assistant Superintendents, principals, curriculum administrators and resource teachers assess ongoing programs through observations, student performance and teacher feedback from professional development activities.</p> <p>For the LEA plan, the district has collected and used input from ongoing meetings with principals, teachers, district staff, parents, DAC, and DELAC.</p>	<p>Curriculum and Instruction Division, Curriculum Departments, Area/Assistant Superintendents, Special Projects Division</p>	<p>Title I Title II General Funds</p>
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> • Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special 	<p>Area/Assistant Superintendents, Site Administrators,</p>	



Please provide a description of:	Persons Involved/Timeline	Funding Source
<p>learning needs (including students who are gifted and talented), and students with limited English proficiency;</p> <ul style="list-style-type: none"> • Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; • Involve parents in their child’s education; and • Understand and use data and assessments to improve classroom practice and student learning. <p>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.</p> <p>Site Administrators, Area and Assistant 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.</p>	<p>Teachers, Curriculum and Instruction Division, Curriculum Departments</p>	



Performance Goal 4: *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).

STRENGTHS

1. The District's Counseling and Guidance Department strategic plan for positive school learning environments is based on resiliency factors, emotional intelligence and is aligned with the National Counseling Standards.
2. A Counseling & Guidance Advisory Committee, with members representing staff, administrators, parents, students, and community, guide the Counseling and Guidance Department in planning safe and drug free school programs.
3. The district has a progressive discipline plan.
4. The district has a clear set of emergency procedures and opportunities for practice drills.
5. In order to keep Parents informed and involved in our prevention efforts, they receive regular district mailings, have access to the "For Parents" section of the district website and participate in the District Advisory Council.
6. The district has Board mandated Life Skills Curriculum in grades 6-12, as well as a Board mandated researched base Botvin Life Skills Curriculum in grades 6-8.
7. The Counseling & Guidance Department utilizes a web-based tracking system for ATODV grant and state/federal funded programs to ensure effective program implementation and program fidelity.
8. The district offers a research-based parent education program (Guiding Good Choices) in all Middle Schools.
9. A grant funded program in selected pre-K and elementary schools is being implemented using the research based Second Step Curriculum for Violence Prevention.
10. A system is in place to identify truancy and involve community agencies in addressing the problem
11. The district has a plan for an ongoing process to support a well-maintained physical environment including classroom modernization funded by Proposition MM.

12. 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.
13. Graduated sanctions are established for students who violate district policies on ATOD.
14. In order to provide support for schools, students and families the district works in collaboration with community partners.

NEEDS

1. The Counseling and Guidance Department needs to ensure that School Guidance Plans are data-driven, aligned with the District's mission and monitored annually.
2. Expanded opportunities for students to participate in decision-making processes and to have a voice in school climate issues need to be available.
3. After school activities need to appeal to high-risk students in order to build resiliency and to provide them extra support.
4. A need for additional prevention strategies that promote positive school climate.
5. Expand staff development to address the increase of students not feeling safe at school.
6. The American School Counselor Association's (ASCA) National Model needs to be consistently implemented across the district to ensure student's acquisition of academic, career, and personal/social competencies.
7. Early interventions need to be in place for students with attendance issues in order to decrease the dropout rate and positively affect student achievement.



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 Committee will review and publicize the LEA Strategic Plan through school/community meetings.
2. Trainings will be made available to address the topics of school climate, bully prevention, ATODV, "Guiding Good Choices," parent education and building resiliency for staff and parents.
3. Elementary and secondary counselors will support students by providing comprehensive counseling which includes academic counseling, personal/social counseling, career counseling, classroom guidance and intentional guidance groups.
4. Counselors will use the American School Counselor Association's (ASCA) data-driven National Model as a guide to develop and evaluate school counseling programs.
5. Elementary and secondary counselors will provide support and interventions to families of students with attendance and behavioral concerns through referrals to community agencies.
6. Counselors will be trained and will deliver research-based prevention curriculum in grades 9-12 and coordinate school safety and ATOD prevention activities.
7. A research-based ATOD curriculum will be implemented and monitored at all secondary schools.
8. Research-based ATOD curriculum will be taught in all middle schools by trained teachers.
9. Bullying prevention curriculum will be investigated and piloted for students in grades K-8.
10. Counselors will continue to offer TEG, TAP and Insight groups as an alternative to suspension for students who violate the ATOD policy.
11. Schools will be encouraged to offer a broad range of after-school programs that engage students in activities that address their needs and interests.



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 risk behaviors.

STRENGTHS

1. ATODV data is regularly collected through the CHKS and YRBS surveillance instruments and community satisfaction surveys. Additional information gathered on crime, expulsion, suspensions and discipline problems is utilized to strengthen our programs.
2. Collaborations with community agencies and education partners support the district's intervention arena.
3. *Second Step*, a research-based Violence Prevention Program, is taught to students Grades Pre-K to 5 at selected pre-school and elementary sites.
4. Trained instructors at each middle school teach a Board-mandated, research-based curriculum for ATODV in Grades 6 with booster sessions in Grades 7 and 8.
5. Board mandated *Life Skills* instruction is implemented in Grade 9 through 12.
6. Students in violation of the district's ATODV policy are referred to the PPS credentialed *Life Skills* counselor and can attend TEG, TAP and Insight support groups or community programs.
7. Parents of students in Grades 6-8 participate in *Guiding Good Choices (GGC)*, a research-based program facilitated by trained staff.
8. The community's Border Binge-Drinking Reduction Program allows for continued education of students Grades 6 though 12.
9. The percentage of students who report cigarette use within the past 30 days have been steadily decreasing.
10. School safety plans and crisis response plans are updated annually.
11. Training is offered to staff in "*Don't Laugh At Me*, a K-6 bullying prevention program.
12. Outside evaluator is used to monitor and evaluate the ATODV programs.

NEEDS

1. The results of the CHKS and YRBS surveys need to be reviewed and analyzed by school staffs responsible for the SDFSC and TUPE programs and used to strengthen and improve the programs at the local site.
2. Expand opportunities for the *Second Step* program to be offered to students Grades Pre-K to 5 district-wide.
3. Ensure students in transitional and self-contained special education classes grades 9 through 12 receive *LifeSkills* instruction.
4. Adopt and implement a research-based ATODV curriculum in grades 9 through 12.
5. Identify and implement a research-based ATODV prevention program for students grades 9 through 12.
6. A research-based anti-bullying, anti-violence and anti-gang program needs to be identified and used in training parents and staff.
7. A research-based ATODV program needs to be identified to address the high percentage of high school students self-reporting binge drinking.



Performance Goal 4: *All students will be educated in learning environments that are safe, drug-free, and conducive to learning.*

Safe and Drug Free Schools and Communities (SDFSC) 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		Biennial Goal (Performance Indicator)	
	Grade	Percent	Grade	Percent
The percentage of students that have ever used cigarettes will decrease biennially by:	5 th	5%	5 th	1%
	7 th	9%	7 th	1%
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	7 th	6%	7 th	1%
	9 th	10%	9 th	1%
	11 th	15%	11 th	1%
The percentage of students that have used marijuana will decrease biennially by:	5 th	2%	5 th	1%
	7 th	11%	7 th	1%
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	7 th	18%	7 th	1%
	9 th	30%	9 th	1%
	11 th	40%	11 th	1%
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	7 th	7%	7 th	1%
	9 th	18%	9 th	1%
			11 th	



Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: April 2003 Baseline Data		Biennial Goal (Performance Indicator)	
	Grade	Percent	Grade	Percent
	11 th	22%		1%
The percentage of students that feel very safe at school will increase biennially by:	5 th	93%	5 th	1%
	7 th	85%	7 th	1%
	9 th	80%	9 th	1%
	11 th	85%	11 th	1%
The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:	7 th	32%	7 th	1%
	9 th	24%	9 th	1%
	11 th	15%	11 th	1%

Truancy Performance Indicator

The percentage of students who have been truant will **decrease** annually by 1% from the current LEA rate shown here.

Truancy totals 25,170 students divided by 140,753 students(based on 2002-2003 CBEDS enrollment) =17.8%



Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: April 2003 Baseline Data		Biennial Goal (Performance Indicator)	
	Grade	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:	5 th	64%	5 th	1%
	7 th	37%	7 th	1%
	9 th	27%	9 th	1%
	11 th	28%	11 th	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:	5 th	59%	5 th	1%
	7 th	51%	7 th	1%
	9 th	39%	9 th	1%
	11 th	40%	11 th	1%
The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:	5 th	12%	5 th	1%
	7 th	18%	7 th	1%
	9 th	12%	9 th	1%
	11 th	13%	11 th	1%
The percentage of students that report high levels of school connectedness at their school will increase biennially by:	5 th	51%	5 th	1%
	7 th	37%	7 th	1%
	9 th	26%	9 th	1%
	11 th	25%	11 th	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 is currently utilizing a Web-Based Program Tracking System to monitor the completion rate of science-based curriculum and research-based prevention and intervention programs. The computerized database is essential in monitoring and achieving district-wide implementation for ATODV prevention programs and activities.	61,457 students in prevention activities for 2003-2004	100% of schools have Required Health Instruction in Grades 6-12.

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
Border Binge-Drinking Reduction Program	AV	6-12	61,457	N/A	Nov. 2002; On-going	January 2003
Botvin-LifeSkills Training	ATODV	6-8	29,582	1997	1997; On-going	1997
Guiding Good Choices	AD	Parents 5-8	41,000	July 2002	July 2002 On-going	Dec. 2002
Project Toward No Drug Abuse	ATOD	9-12	31,875	Sept. 2005	Oct. 2005	Oct. 2005



Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
EMPOWER Curriculum	T	9	7,201	2000	Oct. 2000	Oct.2000
Second Step Curriculum	V	Pre-K	770	August 2002	Sept/March 2002	Sept. 2002
Second Step Curriculum	V	K-6	71,866	August 2004	Oct. 2004	Oct. 2004

Research-based Activities (4115 (a)(1)(C)):

Based on the research cited in Appendix D, check the box for each activity the LEA will implement as part of the comprehensive prevention program and provide all other requested 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	V	6-12
X	Positive Alternatives	ATODV	6-12



Check	Activities	Program ATODV Focus	Target Grade Levels
X	School Policies	ATODV	K-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
X	Other Activities Elementary Safe Schools Program	ATODV	K-5

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 though 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.

None to be submitted

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 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 and Activities (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 CSS, CHKS, and 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 research-based programs, have been reviewed and analyzed based on local data from sources including CHKS, YRBS, and CSSA to determine the best programs to meet our needs.

- ***Border Binge-Drinking Reduction Program*** (Grades 6-12). District staff in collaboration with the Institute for Public Strategies (IPS) created a video series about binge drinking south of the border. This video series will be shown in all high schools two weeks before Spring Break. To support Alcohol Awareness Month (April), a press conference for High School Journalists will be held yearly. A panel of experts will share information and strategies to reduce alcohol-related accidents and underage drinking across the border between the United States and Mexico. The intent of this press conference is to provide information for student-written articles to be published in their school newspapers on the dangers of underage drinking, especially across the border.
- ***Botvin-LifeSkills Training*** (6-8) According to our Spring 2003 CHKS data, alcohol is by far the most widely used substance:
 - 31% of students in Grade 7 have used alcohol at least once in their life;
 - 12% of students in Grade 7 have been high from using drugs;
 - 29% of students in Grade 7 have been in a fight in the past year.To assist in prevention of ATOD, *Botvin-Life Skills Training* is implemented for students in Grades 6-8. The core components of Life Skills training will assist our students in learning skills to make healthy decisions.
- ***Guiding Good Choices*** (Parents of Grades 5-8) There is a clear evidence that the child rearing practices, attitudes, values and behaviors of parents influence whether their children will use drugs. This evidence underlines the importance of involving parents in prevention. *Guiding Good Choices* is offered to all middle school parents.
- ***Project Toward No Drug Abuse*** (Grades 9-12) According to our Spring 2003 CHKS data, alcohol is by far the most widely used substance:
 - 70% of students in Grade 11 used alcohol at least once in their life;
 - 26% of students in grade 11 “Binge” drank in the past 30 days.

Project Toward No Drug Use is an interactive school-based program designed to help high school youth, 14 to 19 years of age, resist substance use. It teaches participants increased coping and self-control skills by making them aware of misleading information that facilitates drug use.

- ***EMPOWER Curriculum*** (Grade 11) According to our Spring 2003 CHKS data, students in high school are still participating in various levels of tobacco use:
 - 15% of students in grade 11 have smoked during the past 30 daysSan Diego City Schools is in the 5th year of a research-based program, Project Empower involving students and community in a multi-dimensional effort to minimize tobacco use.
- ***Second Step*** (Pre-K, K-5) Second Step is presently being implemented at several elementary school sites, grades K-5. The effectiveness is being monitored and then will be evaluated for consideration of eventual district-wide implementation. 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. Many students that are enrolled in the alternative education sites for violation of zero tolerance policies have attended these elementary 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, CSSA, 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.
- ***Elementary Safe School Program (ESSP)*** Our comprehensive prevention program is supplemented by the Elementary Safe School Program (ESSP) curriculum developed in partnership with San Diego Police Department for Grades K-5. ESSP supports the required Life Skills lessons that students receive in Grades 6-12. ESSP will eventually be monitored using the Program Completion Web-based Tracking System.

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 every other year.
- Students will also complete pre/post tests after ATODV curriculum series to assess change in knowledge, attitude, and intentions to use ATOD and participate in violence acts.
- A consumer satisfaction survey will continue to be administered each year to staff and parents regarding ATOD and the programs used.
- We will also continue to review and analyze ATODV 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 result's availability.

Data Collection Timeline

- Baseline CHKS data was collected in 2003, 2005 and progress data will be collected in 2007, and 2009 covering key indicators for Safe and Drug Free Schools.
- Pre and Post tests are given for every series of prevention lessons. A representative sample of students is tested throughout the school year to measure changes in knowledge, attitudes, beliefs and intentions.
- Parents complete satisfaction surveys during preview of prevention curriculum by June 30, 2005 and each year thereafter.
- Staff provides feedback to programs by the completion of yearend satisfaction surveys.
- The district's Program Completion Web-based Tracking System will monitor completion rates of prevention curriculum, school wide and individual programs annually.

Reporting Timeline

- The Associate Superintendent of Parent, Community and Student Engagement, Counseling and Guidance Department Staff, program coordinators, and outside evaluator will develop an analysis of all data sources at the conclusion of each school year.
- The Counseling and Guidance Advisory Committee will develop a written report, incorporating tables of the CHKS biannually, as data become available.
- A summary of the annual reports will be presented to the Counseling and Guidance Advisory Committee and the Board of Education and placed on the district's website after the report is approved.
- Annual summary information will be made available to parents and community partners through district mailings, district website and via community coalitions and made available for staff to present at individual school site parent meetings.
- Counseling and Guidance Advisory Committee representatives will report annual summary information to administrators. Site administrators will then share information with their staff.
- The Counseling and Guidance Advisory Committee will reconvene prior to the start of classes to use the input from the Board, 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. High need students are defined as students who receive Title I services, live in single parent households, are English Learners, have emotional or mental health problems, have received a discipline citation, and are performing below grade level on state content standards.

- Early identification and intervention services with school counselors and linkage to appropriate community-based organizations.
- School counselors available for high-risk families and truant students.
- After school activities – academic tutoring; mentoring and non-academic, creative, and athletic activities.
- Graduated sanctions made for students who violate ATOD policies. On campus support groups and referrals to outside agencies.
- A referral system for family counseling and support services.
- Youth development projects such as service learning, mentoring, and media advocacy.



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 Advisory Committee will be comprised of representatives from community-based prevention organizations, law enforcement and partners from ATOD prevention organizations. On-going collaboration with the County Office of Education and non-public schools will also aid in the coordination of SDFSC prevention programs. Additionally, we will convene a LEAP coordinating council to look at common elements of each goal that ensure best practices in teaching strategies and the promotion of highly qualified counselors in prevention efforts.

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, and assist in training for prevention programs, such as Guiding Good Choices. Parents are recruited from all ethnic and socioeconomic groups in our district to be representatives on the above committees. Regular communications through the beginning of the year welcome packets, parent mailings, and the district website will continue to inform parents of a variety of issues and report out survey results yearly. Other notification procedures on such issues as “Parent Choice Options” and Safe School Status are in place to meet the required timelines indicated by NCLB. Letters will be mailed to every parent in the district annually to notify them of their options.

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 pregnant minors and/or minor parents will meet with a counselor and/or nurse from their school. Needs will be assessed and services will be arranged to support the student in having healthy pregnancy and continuing success in school. Students using tobacco products and/or students with family members who use tobacco products will be referred to the School Counselor at their site. The Life Skills Counselor and/or School Nurse 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-ups will be conducted after group completion. These services are provided at all K-12 sites in our 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 section 104420 [b](3))

Position/Title	Full time equivalent
Life Skills Counselors	1.0 FTE-TUPE 4-8 and 4.0 FTE Competitive 9-12
TUPE Coordinator	1.0 FTE (TUPE Competitive 9-12)
Clerk Typist II	.5 FTE (TUPE4-8)



Performance Goal 5: All students will graduate from high school.

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 extra time, extra materials, and extra assistance 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:

- Identifying students at risk of failure at the end of 8th grade at the entry grade for elementary and middle school.²
- Utilizing enhanced instructional materials that have been proven effective for urban students and address state content standards.
- Integrating technology-based tools.
- Extending learning time through multiple class periods, extended day, and summer school.³
- Improving teachers' content knowledge and use of standards, frameworks, and pedagogy
- Reorganizing large, comprehensive high schools into smaller, theme-based schools that personalize the high school experience.

The class of 2006 is the first cohort of students who must pass the CAHSEE (California High School Exit Exam) before graduating from a California public school. In SDUSD 70.6 percent of this cohort have passed the English Language Arts section, 66.7 percent have passed the mathematics section, and 60.48 percent have passed both sections.

¹ Haycock, Katy. "Good Teaching Matters: How Well-Qualified Teachers Can Close the Gap," *Thinking K-16*, v3, n2, Summer 1998. Washington, DC: The Education Trust.

² Melissa Roderick and Eric Camburn. (1999). "Risk and Recovery from Course Failure in the Early Years of High School," *American Educational Research Journal*, v36, n2, Summer 1999: 303-343.

³ U.S. Dept. of Education. (1999). *Key High School Reform Strategies: An Overview of Research Findings*.



CAHSEE Results	Percent Passing English/Language Arts	Percent Passing Math	Percent Passing Both
<i>Class of 2006</i>	70.64%	66.74%	60.48%

Performance Indicator – 5.1 Increasing High School Graduates				
Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Projected Funding Source
a. Articulated required programs of study are in place in literacy, social studies, mathematics, science, world languages and visual and performing arts. Courses meet state content standards and enable students to meet or exceed the admissions requirements of the University of California system. Programs of study include four years of college preparatory English, three years of social studies, three years of college preparatory mathematics, and three years of laboratory science, including physics, chemistry, and biology.	All high school students	<i>Ongoing/</i> Area/Assistant Superintendents; Principals, Curriculum & Instruction Division and Standards, Assessment and Accountability	Number and percent of students who graduate; number and percent of students completing UC/CSU a-g requirements; end of course exam data	Private foundations; National Science Foundation; District funds
b. High school four-year planning guides are completed together by students, parents, and counselors in Grade 8 and reviewed and updated in Grade 10. Career Planning	All 8 th grade and high school students	<i>Annually in eighth and tenth grades/</i> Middle level and high school counselors;	Number and percent of students graduating who are prepared for their post-secondary plans	Perkins; AB813; District funds



Performance Indicator – 5.1 Increasing High School Graduates				
Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Projected Funding Source
<p>Guides are completed in Grade 9. The planning guides are in the form of workbooks for students and parents that explain course and testing requirements for graduation and college, as well as a range of post-secondary education and career options.</p> <p>For students with disabilities, student interests and needs will be identified and included in the development of the Individual Transition Plan to create a more meaningful and appropriate high school experience.</p>		School-to-Career Department; Special Education		
<p>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.</p> <p>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</p>	<p>Students in need of credit make-up</p> <p>Students in grades 9-12</p>	<p><i>Ongoing/</i> Counselors, students</p> <p><i>Ongoing/</i> Curriculum & Instruction Division; SAA Division</p>	<p>Number of graduates from HSDP</p> <p>Data from students who have taken or will take advantage of these options</p>	<p>Adult education</p> <p>District funds</p>



Performance Indicator – 5.1 Increasing High School Graduates				
Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Projected Funding Source
credit for electives through on-line courses and for courses taken at a community college or university.				

Performance Indicator - 5.2 Reducing High School Dropouts				
Activities/Actions	Students Served	Timeline/Person(s) Involved	Benchmarks/Evaluation	Projected Funding Source
a. The Standards, Assessment and Accountability Division provides high school principals with student-by-student data that show which students are not meeting their grade level benchmarks on the way to graduation. Area and Assistant Superintendents, Principals and 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	<i>Annually/</i> Area and Assistant Superintendents; Principals; Counselors; Standards Assessment and Accountability Division	Number and percent of students in each grade who are on track for graduation	Title II Part A; Private foundations; District funds



Performance Indicator - 5.2 Reducing High School Dropouts				
Activities/Actions	Students Served	Timeline/Person(s) Involved	Benchmarks/Evaluation	Projected Funding Source
b. A Summer Bridging Program is provided in literacy and mathematics for entering ninth graders who are performing below and significantly below grade level on assessments at the end of eighth grade. Students have two hours of English Language Arts and Algebra each day. Students are retested at the end of the summer. Students who have improved to “at” or close to” grade level are then ready to enter regular one-period English classes. All students are enrolled in Algebra Explorations. The summer bridging course strengthens their skills and understandings so they are better prepared for the rigorous standards of the Algebra Explorations course.	8 th grade students transitioning to 9 th grade	<i>Annually in the summer before ninth grade/</i> Extended Learning, Literacy, and Mathematics departments; High school and middle level counselors.	Student participation rate in Summer Bridging program; Rate of students who achieve at or close to grade level by end of program	Title I Part A ; Hourly programs; Private foundations; District funds
c. 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 with reduced class size (e.g., two-period English 1,2 or 3,4; Algebra Explorations). The courses allow students to earn	9 th and 10 th grade students	<i>Annually/</i> Literacy and Mathematics Departments; high school Principals and Counselors	Student placement in support courses; Student success in Grade 11 and 12 courses; Rate of graduation	Site Funding



Performance Indicator - 5.2 Reducing High School Dropouts				
Activities/Actions	Students Served	Timeline/Person(s) Involved	Benchmarks/Evaluation	Projected Funding Source
needed credits for graduation while getting extra time and assistance with building their skills for more advanced course work in Grades 11 and 12.				
d. 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	<i>Ongoing/</i> Literacy and Mathematics Departments, high school Principals and Counselors	Student pass rate for the CAHSEE	Hourly funds; TIIG; District funds
e. Alternative secondary programs 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 6-12	<i>Ongoing/</i> Counselors, teachers and principals	Student graduation rate from alternative programs	District funds
f. Schools are implementing peer-to-peer counseling 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	<i>Annually/</i> Counselors, teachers, and students	Achievement and graduation rates of participants	Site Funding; Private foundations



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
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.				
b. There is district-wide promotion of AVID (Advancement Via Individual Determination) strategies, 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 school-wide focus, and they can be incorporated in other support classes such as the two-period English 1,2 class.	2,500 students per year in grades 6-12	<i>Ongoing/</i> Literacy, Mathematics, and Science Departments	Number and percent of students completing AP and IB courses, and UC/CSU a-g requirements	AVID; Title I Part A; Hourly programs; TIIG; District funds