



NCLB Programs

Title II, Part B: Math and Science Partnerships

This program provides funds to improve mathematics and science teaching through a variety of activities. At the current appropriations level, partnerships must include a State Education Agency (SEA); an engineering, math, or science department of an institution of higher education (IHE); and a high-need Local Education Agency (LEA), consortium, or entity. In accordance with NCLB, §2201 nonprofit schools may be members of these partnerships. The Mathematics and Science Partnerships program is governed by the Uniform Provisions and requires the equitable participation of teachers who teach in nonprofit private schools located in school districts where grants are awarded.

San Diego City Schools was awarded a California Math and Science Partnerships (CaMSP) grant on January 3, 2005. San Diego City School's IHE partner is SDSU. This grant focuses on improving the quality of the teaching of science in grades 4-8 as specified in the grant requirements. It will serve 80 beginning teachers who will be paired with an experienced teacher in the same grade. San Diego City Schools is also a partner district in the SDCOE's mathematics MSP grant to serve teachers in court and community schools. Teachers in both grants will receive comprehensive professional development in science and math content, pedagogy, and leadership.

Identification of Teachers

Private school personnel that responded to a October, 2004 memo regarding participation in the science CaMSP grant application will be invited to participate in the grant.

District Services/ Products

The CaMSP grant will provide science training for novice and experienced grade 4-8 science teachers in content, "best practices," and pedagogy to improve instruction and student achievement using the district-adopted standards-based curricula.

Timeline for Delivery of District Services/ Products

The professional development will start with an intensive one-week summer institute (August 8-12, 2005) focusing on content, pedagogy, and leadership, followed by six days of collaborative lesson study to improve teacher practice during the 2005-2006 school year. Another one-week intensive institute will follow in the summer of 2006.

Delivery Logistics of Districts Services/ Products

SDCS, as the LEA, will have a leadership role in determining the professional development offerings as part of this CaMSP science grant. The mathematics CaMSP is a consortium of districts lead by the SDCOE.

Academic Assessment of District Services and Impact (if any) on Improvement to Title I Services

The only authentic assessment of district and school services is student achievement data. Thus, SDCS relies on the careful analysis of state assessments (e.g., STAR), district assessments (e.g., DRA, math benchmarks, science kit assessments), and the ongoing assessment of student progress using site-developed monitoring protocols.

Size/Scope of Resources Allocated by District to Deliver Services/Products

The resources for this professional development are provided through the grant funding.

Determination of Private School Children from Low-Income Families

To the extent that the grant parameters require that individual private school children demonstrate proof of low-income status, the lead applicant agency for the grant shall be responsible for verification. If the lead agency is the district, such verification will come from submission and review of free/reduced lunch applications submitted by families of private school children. If private school student eligibility is determined by explicit federal regulation



to mean that any resident of the district (irrespective of their individual family income) is entitled to participate because the district itself is designated as low income, service inclusion will be provided.

District Services for Teachers and Families

The California Mathematics and Science Partnerships program is governed by the Uniform Provisions and requires the equitable participation of teachers who teach in non-profit private schools located in school districts where grants are awarded. Since the district successfully applied for such a grant, the agreed-upon services will be those permitted by the grant. It is the intention of the district to offer those services following the required consultative discussions noted above.