

Local Education Agency Plan

San Diego City Schools

June 10, 2003

SAN DIEGO UNIFIED SCHOOL DISTRICT BUDGET FOR FEDERAL PROGRAMS – 2002-2003

Please complete the following table with information for your district.

Programs	2001-02 District Carryovers	2002-03 District Entitlements	2002-03 Direct Services to Students at School Sites (\$)	2002-03 Direct Services to Students at School Sites (%)
Title I, Part A	11,997,634	44,412,144	51,322,898	91%
Title I, Part B, Even Start		842,368	817,097	97%
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent	10,757	9,861	18,081	88%
Title II Part A, Subpart 2, Improving Teacher Quality	358,360	9,192,753	9,264,580	97%
Title II, Part D, Enhancing Education Through Technology		1,326,950	1,297,116	98%
Title III, Limited English Proficient		2,532,184	2,411,604	95%
Title III, Immigrants		269,994	263,923	98%
Title IV, Part A, Safe and Drug-free Schools and Communities	1,813,408	1,257,846	2,852,203	93%
Title V, Part A, Innovative Programs – Parental Choice	365,772	849,516	1,032,995	85%
Adult Education	1,432,168	2,745,565	3,759,960	90%
Career Technical Education		2,458,375	2,363,367	96%
McKinney-Vento Homeless Education		75,000	73,500	98%
IDEA, Special Education		16,123,074	16,123,074	100%

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21st Century Community Learning Centers	403,746	1,600,000	1,863,484	93%
Other (describe): 21st Century - for Crawford, Kearny, and San Diego High		248,400	242,815	98%
TOTAL	16,381,845	83,944,030	93,706,697	

SAN DIEGO UNIFIED SCHOOL DISTRICT BUDGET FOR STATE PROGRAMS - 2002-2003

Please complete the following table with information for your district.

Programs	2001-02 District Carryovers	2002-03 District Entitlements	2002-03 Direct Services to Students at School Sites (\$)	2002-03 Direct Services to Students at School Sites (%)
EIA - State Compensatory Education	707,345		691,442	98%
EIA - Limited English Proficient	2,824,189	9,453,613	10,436,000	97%
State Migrant Education				
School Improvement	1,519,445	6,997,553	6,528,878	80%
Child Development Programs	407,466	12,093,162	11,875,597	95%
Educational Equity				
Gifted and Talented Education	392,521	1,262,007	1,564,528	98%
Tobacco Use Prevention Education - (Prop. 99)	383,575	221,598	551,975	91%
Immediate Intervention/ Underperforming Schools Program (II/USP)	245,158	5,809,400	5,918,434	98%
School Safety and Violence Prevention Act (AB 1113)	592,900	1,560,226	1,830,157	85%
Tenth Grade Counseling	44,205	226,837	158,933	60%
Healthy Start	379,992		371,449	98%
Dropout Prevention and Recovery Act: School-based Pupil Motivation and		138,480	138,480	100%

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Maintenance Program (SB 65)				
Other (describe)				
TOTAL	7,496,796	36,202,650	38,235,716	

District Profile

Background Information

San Diego Unified School District (SDUSD) is the second largest school district in California and the eighth largest urban district in the nation, with more than 140,000 K-12 students, and 16 high schools, 21 middle-level schools, 114 elementary schools, and 31 atypical and charter schools. There are more than 41,000 students (29.4 percent) who are English Language Learners. There are 17,000 district students (12 percent) who are identified as having disabilities and receive services under I.D.E.A. The diverse population includes 41 percent Hispanic, 26 percent White, 15 percent African American, 9 percent Asian, and 8 percent Filipino. The proportion of SDUSD students living in poverty is 60.2 percent, a decline from 61.6 percent during the previous school year. A total of 126 schools qualify for Title I funding for the 2003-2004 school year—89 elementary schools, 20 middle level schools, and 17 high schools.

The mission of San Diego USD is to improve student achievement by supporting teaching and learning in the classroom. This mission is a challenge that has been taken on by an aggressive administration that is currently engaged in an ambitious program of “authentic, standards-based reform” that “holds high expectations and provides high levels of support for all students, teachers, and educational leaders.”¹ The underlying paradigm of the reform is that the school district is accountable for student achievement. It is up to the school district to operate reform at multiple levels², culling from the research the programs and strategies that will enable students to learn and succeed, assessing student progress, and improving and changing programs until all students are reached effectively.

Plan for Student Success in a Standards-based System

The San Diego USD improvement plan is based on the following set of guiding principles:

- High standards are maintained; expectations for student performance increase over time.
- Massive investment is made in professional development delivered on the job.
- Early and continuing support is provided to students and is substantially increased to enable them to meet state content standards.
- Extended learning time is required for students who do not meet state content standards.
- Student prevention and intervention is offered at all schools, with additional interventions at

¹ Thompson, Scott. (2001). “The Authentic Standards Movement and Its Evil Twin.” *Phi Delta Kappan*, January, 2001:358-362.

² Bybee, Rodger W. (1997). *Achieving Scientific Literacy: From Purposes to Practices*. Portsmouth, NH: Heinemann.

schools with a high concentration of low-performing students.

- Powerful instructional programs are implemented in reading and mathematics.
- Timely parent notification and enhanced parent education and involvement are provided, especially for parents of at-risk students.
- Monitoring of and accountability for policy implementation and student progress is in place at district and school levels.

The guiding principles provide an objective, supportive learning system that addresses state content standards and provides consistency and improved learning opportunities in which both students and adults can experience a high level of success. It is within this reform infrastructure that the district's plans for the No Child Left Behind Act will unfold.

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

SDUSD conducts assessments to evaluate individual student progress and place students in appropriate support programs and results are aggregated to evaluate the impact of key reform strategies on teacher effectiveness and student performance. District assessments are criterion-referenced and are well aligned with the state content standards, curriculum frameworks, and implemented instruction. Performance assessments measure student ability to apply what has been learned to solving problems. 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 and to English learners in Grade 4. 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 and/or intersession after Grades 1-3, and/or to the Extended Day Reading Program.

The Stanford Diagnostic Reading Test (SDRT) is administered to English-speaking students in Grades 4 through 11 and to English learners who have been in school for two or more years. The SDRT is given in a group setting to assess vocabulary, comprehension, and scanning skills. The SDRT results are used to inform school and district planning. Based on the SDRT results, and if needed ARI/IRI 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 and the Informal Reading Inventory (IRI) by Burns and Roe are teacher-administered one-on-one reading assessments 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 and which strategies and skills need improvement. The ARI is used for students in Grades 4 through 8 and the IRI is used at Grades 9 and 10. The ARI/IRI 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 8 and 9 who are close to grade level but below the cut point for placement in a regular reading class.
- Students in Grades 4 through 10 who were waived from taking the SDRT.
- Students in Grades 4 through 10 for whom the teacher believes the SDRT score is not an accurate measure of the student's reading level.

Mathematics

The District Mathematics Tests (DMT) are criterion-referenced exams that address state content standards and assess 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) Geometry Readiness Test measures whether students have learned key algebra concepts and skills and are ready to move on to Geometry. The assessment was developed by researchers at the University of California San Diego and is administered to:

- All Grade 8 students enrolled in the second semester of an algebra class.
- All Grade 9 students enrolled in Algebra Explorations 9.

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.

Performance assessments are administered to students in selected mathematics classes in Grades 6, 7 and 9. Performance 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. A scoring rubric results in score ranges that assign performance levels of 'beginning', 'developing', and 'proficient' for each item. Since scoring is done by teachers

in a workshop setting, the rubric serves as a tool for professional development. The performance assessment results are used to inform classroom instruction.

End-of-Course Exams

District-developed, criterion-referenced, end-of-course exams are administered to students who are in the second semester of selected subjects in high school. During the 2003-2004 school year the end-of-course exams in Algebra 1-2, English 1-2, and Physics 1-2 will become 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 spring 2002. 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.

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 spring 2002 California Standards Test (CST) in English Language Arts reveal that roughly one in three students (34 percent overall) who took the language arts tests for Grades 2-11 achieved the “proficient” level or above.

San Diego Unified School District provides a research-based, comprehensive approach to literacy instruction. The Literacy Framework provides a consistent set of pedagogical approaches across grade levels and instructional contexts. These literacy approaches offer varying and strategic levels of instructional support that promote student independence with increasingly difficult reading and writing experiences. Each teacher of reading and writing is expected to use the approaches outlined in the Literacy Framework to support student learning using appropriate, curricular materials that address state content standards.

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

At school sites literacy peer coach/staff developers and principals provide ongoing professional development. The principal and the peer coach/staff developer at each site identify coaching needs of teachers and plan and deliver support strategies. Teachers learn to create and manage print-rich classroom structures, assess student reading and writing behaviors, plan instructional time based on assessed needs of students, and assess ongoing learning.

At the conclusion of the 2002-03 school year, teachers at each grade level K-5/6 will have received new books, materials, and professional development that align instruction with the district framework and state content standards. Teachers were allocated funding to purchase specially selected instructional materials for classroom libraries. In the next phase, teachers and students will deepen their work with the Literacy Framework and add the use of technology tools and strategies appropriate to their grade level.

Extended Day Programs and Summer School/Intersession will be offered in reading at elementary and middle schools that have 21st Century Learning Centers or that are receiving NCLB Supplemental Educational Services. Grade 9 students will take the district-developed pre/post English end-of-course exam to determine progress toward passing the CAHSEE. All senior high schools will offer a CAHSEE Exam Prep program. Students who do not meet promotion criteria in reading at the end of first grade, and sixth or seventh grade, are retained and placed in a targeted accelerated program.

English Language Arts Student Outcome Measure: California Standards Test. An increasing percentage 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. An increasing percentage 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	Timeline / Persons Involved	Related Expenditures	Estimated Cost	Projected Funding Sources
<p>1. Alignment of instruction with content standards: The Literacy Department has established an infrastructure with peer coach/staff developers and Secondary Site Literacy Administrators who work with classroom teachers to ensure that instruction is aligned with state content standards.</p> <p>a. A peer coach/staff developer will be provided with non-Title I funds at each district elementary and middle-level school (141 sites).</p> <p>b. Literacy administrators will be provided with non-Title I funds at all API³ 1-2 secondary schools—15 high schools and three middle level schools—to help improve instruction for low performing students.</p> <p>c. Special Education District Resource Teachers (DRTs) are assigned to supplement special education services at school site learning centers and ensure access to the general education curriculum in English Language Arts and the use of supplemental strategies for Special Education students.</p>	<p style="text-align: center;"><i>Ongoing</i> Literacy Department Peer coach/staff developers</p> <p style="text-align: center;"><i>Ongoing</i> Literacy Administrators</p> <p style="text-align: center;"><i>Ongoing</i></p>	<p>Peer coach/staff developer salaries</p> <p>Literacy Administrator salaries</p> <p>Site learning center costs and DRT salaries</p>	<p>\$11,276,726</p> <p>\$1,643,941</p> <p>\$2,146,987</p>	<p>Earned income from the state for hourly programs, Private foundations, Targeted Instructional Improvement Grant (TIIG)</p> <p>Title I Part A Title II Part A</p>

³ The district will transition to using AYP results to identify schools in need of additional support when data become available from the state.

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Description of Specific Actions to Improve Education Practice in Reading	<i>Timeline /</i> Persons Involved	Related Expenditures	Estimated Cost	Projected Funding Sources
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>There is a district Literacy Framework and other documents that are used to guide instruction, curriculum, and assessment, and to ensure that students meet state content standards. The Literacy Department engages teachers in the selection and implementation of textbooks and strategies that address state content standards. Classroom libraries are in all English classrooms.</p>	<p align="center"><i>Ongoing</i> Literacy Department K-12 teachers of English</p>	<p>Instructional materials</p>		<p>State textbook allocations Private foundations</p>
<p>3. Extended learning time:</p> <p>Extended Day Reading Programs are offered at all Title I elementary and middle schools in Grades K-8 for students below grade level. Summer School and/or Intersession Reading Programs are offered at all Title I elementary and middle schools in Grades K-8⁴ and all high schools. Students recommended for extended learning time include: all English Learners in Grades 1-12; students below grade level on district assessments in Grades 1-9; students designated to be retained in sixth or seventh grade; entering Grade 9 students below/significantly below grade level; students in Grades 10-12 who do not pass the CAHSEE. High school students with Ds or Fs at the end of the first semester.</p>	<p align="center"><i>Ongoing</i> Extended Learning Department Literacy Department Teachers of English in extended learning.</p>	<p>Administration, training, materials, and teachers for extended learning.</p>	<p align="right">\$ 4,311,228 (total for all extended day programs) \$12,688,302 (total for summer school and intersession)</p>	<p>Reading activities will be paid from: Title I Part A, Earned income from the state for hourly programs, English Language and Intensive Literacy Program (ELILP), TIIG</p>
<p>4. Increase access to technology in English Language Arts with:</p> <p>Word-processing and desktop publishing to support the writing process. Graphic organizers to brainstorm and organize concepts. Information literacy strategies to locate and evaluate information.</p>	<p><i>2005-07 secondary 2007-09 upper elem.</i> Literacy Dept.; Educ. Tech. Resource Tchrs.</p>	<p>Resource Tchrs, computers, software apps., hourly pay for teachers.</p>		<p>Title II Part D</p>

⁴ Students at non-Title I schools who are eligible for summer school will have the option to attend summer school at any Title I school without transportation.

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Description of Specific Actions to Improve Education Practice in Reading	<i>Timeline /</i> Persons Involved	Related Expenditures	Estimated Cost	Projected Funding Sources
<p>5. Align staff development and professional collaboration with standards-based instructional materials:</p> <p>The Literacy Department has established literacy-training classrooms (elementary and secondary) where sites can conduct professional development and collaboration activities to improve teacher effectiveness with instructional materials that address state content standards.</p>	<i>Ongoing</i>		\$129,750	TIIG
<p>6. Involve staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>a. Parents are notified by mail each spring of the scores their students receive on the DRA or the SDRT. The test results are accompanied by a descriptive brochure explaining what the scores mean.</p> <p>b. Staff, parents, and community are kept informed of improvement in English Language Arts through Fact Sheets, Staff Bulletins, and other publications that are available in hard copy and on the district website.</p> <p>c. Parents at the low performing schools attend Parent University to learn about helping their children with reading. Parent Activity Liaisons at the low performing school sites provide take parent literacy kits and workshops.</p> <p>d. Parent representatives from each school participate in Parent Congress, which meets three times per year for a dialogue with the Superintendent.</p> <p>e. 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.</p>	<p><i>Ongoing</i></p> <p>Literacy Dept.; Div. of Standards, Accountability and Assessment; Communications Dept.; Parent and Community Involvement Dept; Teachers and counselors</p>	<p>Publications, web posting, Parent Congress, Parent Activity Liaisons</p>	<p>\$1,184,422 (for all parent involvement)</p>	<p>Title I Part A TIIG</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>a. Students who do not meet reading performance levels in Grades K-6 go to summer school or intersession.</p>	<p><i>Annually</i></p> <p>Literacy Dept. Extended Learning Dept.</p>		<p>See total amounts under #3 for Reading</p>	

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Description of Specific Actions to Improve Education Practice in Reading	<i>Timeline /</i> Persons Involved	Related Expenditures	Estimated Cost	Projected Funding Sources
<p>Grades K-6 go to summer school or intersession.</p> <p>b. Entering ninth graders who are below or significantly below grade level attend a six-week Summer Bridging Program before high school.</p>			above	
<p>8. Monitoring program effectiveness:</p> <p>a. Instructional Leaders (ILs), principals, and curriculum managers visit schools and use the Literacy Framework to analyze classroom practice and collect data. The ILs 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 established district levels.</p> <p>b. Student achievement is measured using the California Standards Test, the California High School Exit Exam, the DRA, SDRT, and ARI/IRI. Data on student achievement are disaggregated by school, teacher, ethnicity, gender, etc. and are used by the Superintendent, Instructional Leaders, curriculum managers, and principals to identify areas of instructional weakness.</p>	<p><i>Ongoing</i></p> <p>Instructional Leaders, principals, curriculum departments.</p> <p><i>Annually</i></p> <p>Standards, Assessment and Accountability Dept.</p>	<p>Salaries for Instructional Leaders</p> <p>Cost related to assessments.</p>	<p>\$694,808</p> <p>\$610,500</p>	<p>Title I Part A</p> <p>Earned income from state hourly programs</p>
<p>9. Targeting services and programs to lowest-performing students:</p> <p>a. The lowest performing schools (API 1 and 2) schools will receive additional peer coach/staff developers to intensify the use of the Literacy Framework and other research-based strategies for the neediest students.</p> <p>b. To ensure that students who are struggling get extra support for reading while they are in the early grades of elementary school, the district is providing Early Literacy Support Resource Teachers at all API 1-4 elementary schools. The teachers use research-based strategies in a concentrated series of one-on-one sessions with struggling students in Grades K-2. Two central Early Literacy Support Resource Teachers will provide professional development and coaching to the site teachers.</p>	<p><i>Annually</i></p> <p>Literacy Dept.</p> <p><i>Annually</i></p> <p>Literacy Dept.</p>	<p>Salaries, certification, and course fees</p> <p>Salaries and release days for professional development for early literacy teachers</p>	<p>\$3,104,614</p> <p>\$9,310,375</p>	<p>Title I Part A</p> <p>Title I Part A, TIIG Title II Part B</p>

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Description of Specific Actions to Improve Education Practice in Reading	<i>Timeline /</i> Persons Involved	Related Expenditures	Estimated Cost	Projected Funding Sources
c. Elementary students who are significantly below grade level at the end of Grade 1 are retained in Grade 1 and provided with an accelerated, intensive program focus on improving their reading ability. Accelerated Grade 1 programs can include reduced class size, enhanced materials, and additional individual instruction using research-based reading strategies.	<i>Annually</i> Literacy Dept.	Class size reduction, materials, reading instructors	\$2,000,000	Title I Part A, hourly programs, Title II Part B, TIIG
d. Low performing students in Grades 6/7, 9 and 10 (reading more than one year below grade level) take an intensive two-period English Language Arts class. Each class has a reduced student:teacher ratio of 25:1, and the teachers are released monthly to participate in professional development.	<i>Annually</i> Literacy Dept.	Extra teachers for class size reduction; release days:	\$2,871,788	Title I Part A, hourly programs, TIIG
e. Students who are significantly below grade level at the end of Grade 6/7 are retained and placed in a three-period Accelerated Literacy Course with an extra Support Resource Teacher and reduced student:teacher ratio of 20:1.	<i>Annually</i> Literacy Dept.	Extra teachers, release days, materials	\$632,480	
f. High school students who are below grade level and need extra support in preparing for the reading portion of the California High School Exit Exam (CAHSEE) will participate in a specially designed support course. Teachers of the course will have additional professional development on strategies to improve student learning and test performance.	<i>Annually</i> Literacy Dept.	Professional development materials	\$100,000	Title I Part A, hourly programs, TIIG

Planned Improvement in Student Performance in Mathematics

Baseline student performance data from the spring 2002 California Standards Test (CST) in mathematics are provided in Figure M-1. A small number of students are achieving at the level of “proficient” or above (i.e., the standard established by the state) across all grade levels, although students in Grades 2-7 are doing better than students in secondary mathematics courses. Highlights of the CST results include the following:

- Approximately one in three students who took the mathematics tests for Grades 2-7 (32 percent overall) achieved the “proficient” level or above.
- Only one in five students (19.3 percent) achieved the state standard on the Algebra II test.
- Only one in seven students (14.7 percent) achieved the state standard on the Geometry test.
- Only one in twelve students (8.4 percent) achieved the state standard on the Algebra I 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.

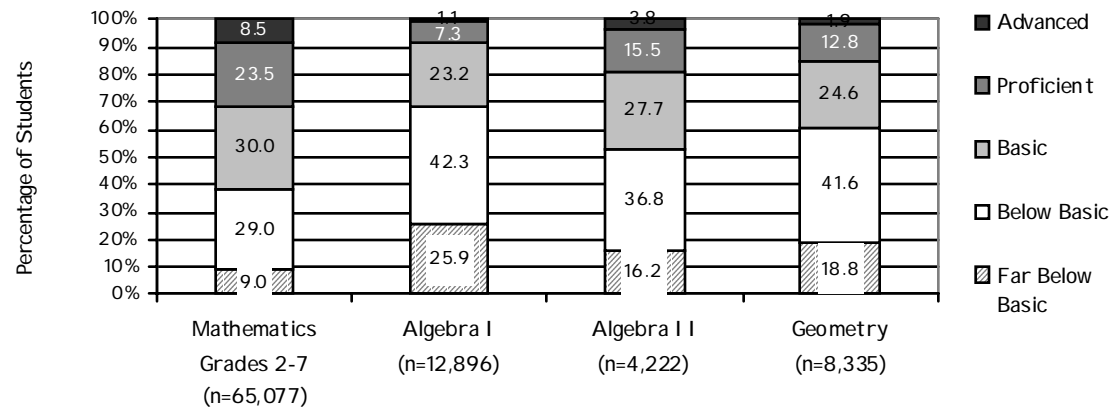


Figure M-1. Percentage of Students in 2002 CST Mathematics Performance Levels

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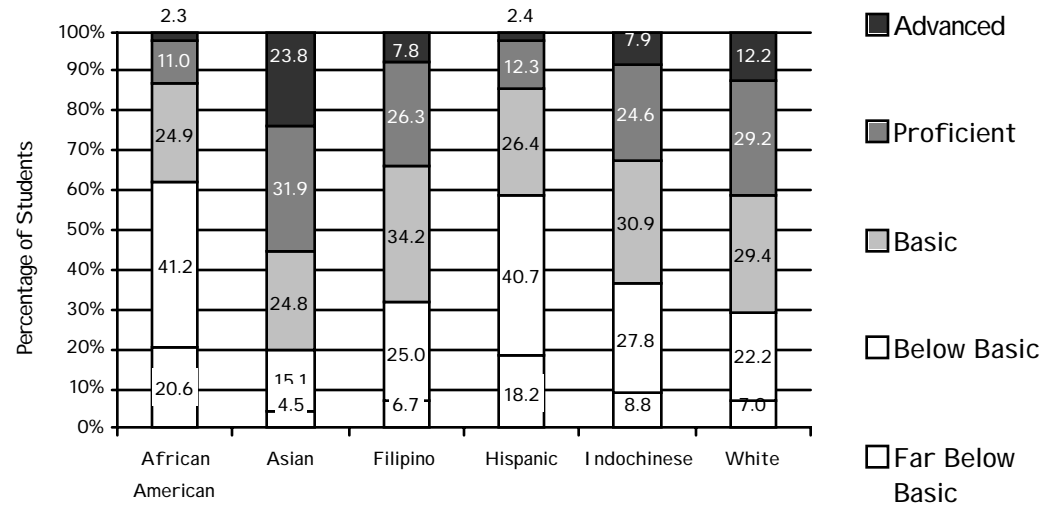


Figure M-2. Percentage of Students in 2002 (Baseline) CST Mathematics Performance Levels by Ethnicity.

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, and courses in Grades 8-12 provide skills and knowledge in algebra and beyond. All 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 in laboratory classrooms.

Mathematics Student Outcome Measure: California Standards Test. An increasing percentage 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. An increasing percentage of students in Grades 10-12 will score at or above the proficient level on the mathematics portion of the (CAHSEE).

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Description of Specific Actions to Improve Education Practice in Mathematics	Timeline/ Persons Involved	Related Expenditures	Estimated Cost	Projected Funding Sources
<p>1. Alignment of instruction with content standards: The Mathematics Department has established a support structure to ensure that mathematics instruction K-12 is aligned with state content standards.</p> <p>a. Site-based mathematics resource teachers will work at API 1-4 elementary schools to provide professional development, coaching, and curriculum support to teachers.</p> <p>b. Elementary Mathematics Specialists are specially trained teachers who will continue to teach only mathematics at ten focus schools where they rotate through all classes at their grade level to teach all students mathematics. The students' regular classroom teachers teach the students all other subjects, and they participate in literacy professional development while their students learn mathematics with the Mathematics Specialists.</p> <p>c. Central Office Resource Teachers will provide Elementary Math Specialists and site resource teachers with support, guidance, and ongoing professional development.</p> <p>d. There will be 23 Site Mathematics Administrators for middle schools and 15 Site Mathematics Administrators for senior high schools who will guide teachers and ensure the alignment of instruction with state content standards.</p> <p>e. Special Education District Resource Teachers (DRTs) are assigned to supplement special education services at school site learning centers and ensure access to the general education curriculum in mathematics and the use of supplemental strategies for Special Education students.</p>	<p><i>Ongoing</i></p> <p><i>Ongoing</i></p> <p><i>11 months</i></p> <p><i>11 months</i></p> <p><i>Ongoing</i></p>	<p>Salaries and costs for professional development of resource teachers</p> <p>Salaries and costs for professional development of specialists</p> <p>Salaries for central office staff</p> <p>Salaries and professional development</p> <p>Site learning center costs and DRT salaries</p>	<p>\$3,044,223</p> <p>\$2,789,300</p> <p>\$627,000</p> <p>\$3,699,074</p> <p>\$2,146,987 (Total Title I and II for Special Ed.)</p>	<p>Title I Part A</p> <p>Title 1 Part A, TIIG</p> <p>Title I Part A, Title II Part A</p> <p>TIIG Carnegie Hourly programs</p> <p>Title I Part A Title II Part A</p>
<p>2. Use of standards-aligned instructional materials and strategies: A district Mathematics Framework and other documents guide</p>	<p><i>Beginning in 2002-03 K-3; 2004-05 3-7, 10-12</i></p>	<p>Materials and professional development</p>	<p>\$1,359,594</p>	<p>AB 466</p>

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Description of Specific Actions to Improve Education Practice in Mathematics	Timeline/ Persons Involved	Related Expenditures	Estimated Cost	Projected Funding Sources
<p>instruction, curriculum, and assessment, and ensure that students meet state content standards.</p> <p>a. Each classroom in which mathematics is taught will receive instructional materials and teacher professional development that address state content standards.</p> <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> <p><i>K-6: Harcourt Math</i>, Harcourt School Publishers, 2002 <i>Glencoe Pre-Algebra</i>, Price, Glencoe/MacMillan Mc-Graw-Hill, 1997; <i>Pre-Algebra</i>, Prentice Hall, 2001; <i>Merrill Pre-Algebra, A Transition to Algebra</i>, Glencoe, 1992 <i>Glencoe Algebra 1</i>, Glencoe, 1998; <i>Heath Algebra 1: An Integrated Approach</i>, McDougal Littell, 1998 <i>UCSMP Geometry</i>, Usiskin, Scott Foresman, 1997; <i>Discovering Geometry: An Inductive Approach</i>, Serra, Key Curriculum Press, 2002 <i>Algebra and Trigonometry Structure and Method, Book 2</i>, Brown, McDougal Littell, 1997; <i>Algebra 2: An Integrated Approach</i>, Larson, McDougal Littell, 1997 <i>Math Matters 3</i>, Lynch and Olmstead, National Textbook, 2001; <i>Elementary Statistics</i>, Benjamin Cummings, 1986; <i>Workshop Statistics: Discovery with Data and the Graphing Calculator</i>, 2nd ed., 2002, Rossman, Chance, Von Oehsen, Key Curriculum Press; <i>The Practice of Statistics</i> (2nd Ed.) with CD <i>Advanced Math: Precalculus with Discrete Math and Data Analysis</i>, Brown, McDougal Littell, 1997; or <i>Precalculus: Graphing and Data Analysis</i>, Sullivan, Prentice Hall, 1998 <i>Finite Mathematics and Calculus with Applications</i>, Lial, Miller and Greenwell, Prentice Hall Publishers, 2002; <i>Calculus with</i></p>	<p>12; 2005-06 8-9</p> <p>Ongoing Annual Adoptions Mathematics Dept.</p>	<p>Materials costs</p>		<p>State textbook allocations TIIG Private foundations</p>

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<i>Analytic Geometry</i> , 4 th ed., Larson, D.C. Heath, 1990; <i>Calculus, Early Transcendentals</i> , 4 th ed., Stewart, Brooks-Cole, 1999.				
<p>3. Extended learning time:</p> <p>a. Extended Day Mathematics is provided for low-performing students at schools with funding from the 21st Century Learning Center and NCLB Program Improvement, Year 2 schools.</p> <p>b. Summer School/Intercession is offered at all Title I elementary and middle schools in Grades K-8 and all high schools for: all English Learners; students below grade level on district assessments in Grades 1-9 or with Ds or Fs at the end of the first semester in high school; students retained in sixth or seventh grade, below grade level in Grade 9, or who do not pass the CAHSEE.</p>	<i>Ongoing</i>		See total amounts under #3 for Reading above.	Math activities will be paid from: 21 st Century Learning Centers Title I Part A, hourly programs
<p>4. Increased access to technology:</p> <p>Technology tools and applications will be used in mathematics classes to:</p> <p>Acquire and practice fundamental knowledge and skills.</p> <p>Demonstrate concepts, such as geometric constructions and graphical representations of relationships between variables.</p> <p>Access, collect, organize, and analyze quantitative data.</p>	<i>Ongoing</i> Mathematics Dept.; Educational Technology Resource Teachers	Equipment and professional development		Governor's Professional Development Initiative in Mathematics Title II Part D
<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 and school year release days 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 reteach.</p>	<i>Ongoing</i> Mathematics Dept.	Release time, hourly pay for teachers, costs for facilities, instructors, materials		NSF USP Title II Part B Private foundations

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Description of Specific Actions to Improve Education Practice in Mathematics	Timeline/ Persons Involved	Related Expenditures	Estimated Cost	Projected Funding Sources
<p>6. Involvement of staff, parents, and community:</p> <p>a. Staff, parents, and community are kept informed of improvement in mathematics through Fact Sheets, Staff Bulletins, and other publications that are available in hard copy and on the district website.</p> <p>b. Parent University classes help parents at low performing schools understand grade-level mathematics content and strategies they can use at home. Parent Activity Liaisons will conduct workshops to help parents with mathematics so they can help their children at home.</p> <p>c. Parent representatives from each school participate in Parent Congress, which meets three times per year for a dialogue with the Superintendent.</p> <p>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, initiate placement, develop and implement a Learning Contract.</p>	<p><i>Ongoing</i> Mathematics Dept.; Communications Dept.: Parent and Community Involvement Dept Teachers and counselors</p>	<p>Publications, web posting, Parent Congress, Parent Activity Liaisons</p>	<p>\$1,184,422 (for all parent involvement)</p>	<p>Title I Part A TIIG</p>
<p>7. Auxiliary services for students and parents:</p> <p>Entering ninth graders who are below or significantly below grade level attend a 6-week Summer Bridging Program in the summer before they enter high school.</p>	<p><i>Annually</i> Mathematics Dept. Extended Learning Dept.</p>		<p>See total amounts under #3 for Reading above</p>	
<p>8. Monitoring program effectiveness:</p> <p>a. Mathematics curriculum managers, principals, Instructional Leaders (ILs), site resource teachers and site mathematics administrators visit classrooms and analyze instructional practice. The director, managers, and professional developers in the Mathematics Department train, assist, and monitor the effectiveness of principals, resource teachers, and site mathematics administrators as they organize 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</p>	<p><i>Ongoing</i> Mathematics department; principals, resource teachers, site administrators; Instructional Leaders</p> <p><i>Annually</i> Mathematics</p>	<p>Costs for professional development</p> <p>Cost related to</p>	<p>See Performance Goal 3.</p> <p>See total amount in 8</p>	<p>Title II Part A</p>

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Description of Specific Actions to Improve Education Practice in Mathematics	Timeline/ Persons Involved	Related Expenditures	Estimated Cost	Projected Funding Sources
MDTP, district mathematics test, and the district-adapted performance assessment. Data on student achievement are disaggregated by school, teacher, ethnicity, gender, etc. and are used by the Superintendent, Instructional Leaders, curriculum managers, and principals to identify areas of instructional weakness and to provide student supports.	Dept.; Standards, Assessment and Accountability Dept.	assessments.	b. under Reading above	
<p>9. Targeting services and programs to lowest-performing student groups.</p> <p>a. Students who are retained after Grade 1 and placed in Accelerated Grade 1 programs because of low reading skills are provided additional enhanced mathematics instruction using research-based strategies.</p> <p>b. 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. They have a one-period class with a reduced student:teacher ratio of 20:1, and their teachers are released monthly to participate in professional development.</p> <p>c. A two-period Mathematics Explorations class is being piloted at three middle level schools for students who are significantly below grade level entering Grade 6/7. The classes have a student:teacher ratio of 20:1 and additional professional development for the teachers.</p> <p>d. Students who are significantly below grade level at the end of Grade 6/7 are retained and placed in a two-period Accelerated Mathematics Course with a reduced student:teacher ratio of 20:1 and additional professional development for the teachers.</p>	<p><i>Annually</i> Mathematics Dept.</p> <p><i>Annually</i> Mathematics Dept.</p> <p><i>Annually</i> Mathematics Dept.</p> <p><i>Annually</i> Mathematics Dept.</p>	<p>Release days and hourly pay for teachers; materials; instructors.</p> <p>Extra teachers for class size reduction; release days.</p> <p>Extra teachers, release days, materials</p> <p>Extra teachers, release days, materials</p>	<p>\$64,535</p> <p>\$802,790</p> <p>\$465,644</p> <p>\$242,443</p>	<p>Title I Part A; hourly programs; TIIG; Title II Part A</p> <p>Title I Part A; hourly programs; TIIG</p> <p>Title I Part A; hourly programs; TIIG; Title II Part A</p>
e. Students who are below grade level in algebra entering Grade 9 are placed in one-period Algebra Explorations 9. Each class has a reduced student:teacher ratio of 20:1, and the teachers are released monthly to participate in professional development.	<i>Annually</i> Mathematics Dept.	Extra teachers for class size reduction; release days:	\$1,124,044	Title I Part A; hourly programs; TIIG

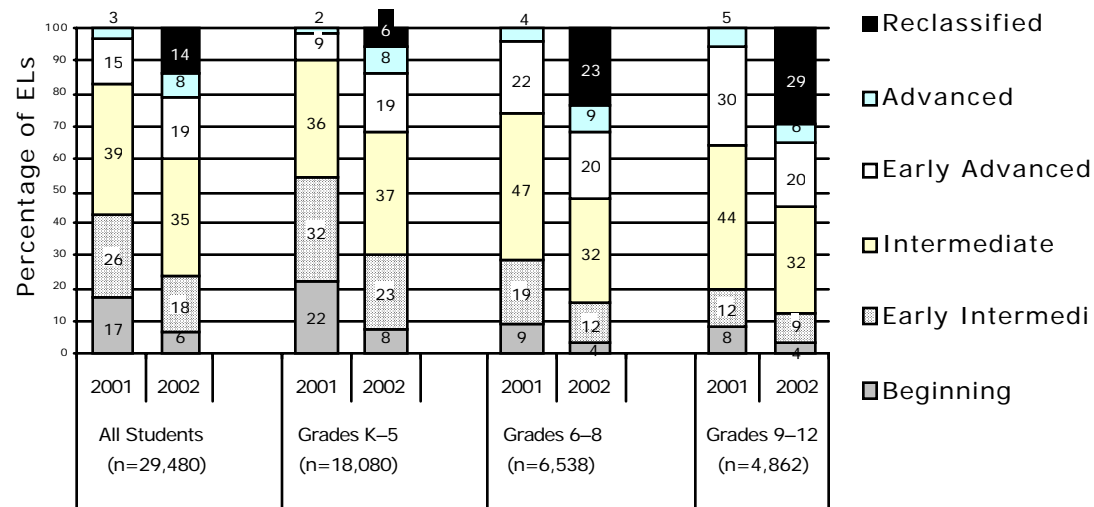
San Diego Unified School District LEA Plan for No Child Left Behind

Description of Specific Actions to Improve Education Practice in Mathematics	<i>Timeline/</i> Persons Involved	Related Expenditures	Estimated Cost	Projected Funding Sources
<p>f. A two-period ninth grade mathematics class is being piloted at three high schools for students who are significantly below grade level in mathematics when entering Grade 9. The class will have a reduced student:teacher ratio of 20:1 and will help students to build the knowledge and skills they need to be successful in high school mathematics and meet graduation requirements.</p>	<p><i>Annually</i> Mathematics Dept.</p>	<p>Extra teachers for class size reduction; release days:</p>	<p>\$653,800</p>	
<p>g. 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. Teachers of the course will have additional professional development on strategies to improve student learning and test performance.</p>	<p><i>Annually</i> Mathematics Depts.</p>	<p>Professional development materials and instructors.</p>	<p>\$72,741</p>	

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.

Figure EL-1 provides results for a cohort of ELs who took the California English Language Development Test (CELDT) in both 2001 and 2002 (i.e., matched data). The 2002 findings show that the percentage of ELs performing at the “beginning” and “early intermediate” levels of English proficiency decreased notably, while a larger proportion of ELs have now achieved the “intermediate” level or above. Roughly 14 percent have been reclassified to fluent English proficient (R-FEP). District standards state that ELs are expected to achieve R-FEP status within five years of first enrollment.

Figure EL-1. Percentage of English Learners scoring at the various levels of the CELDT

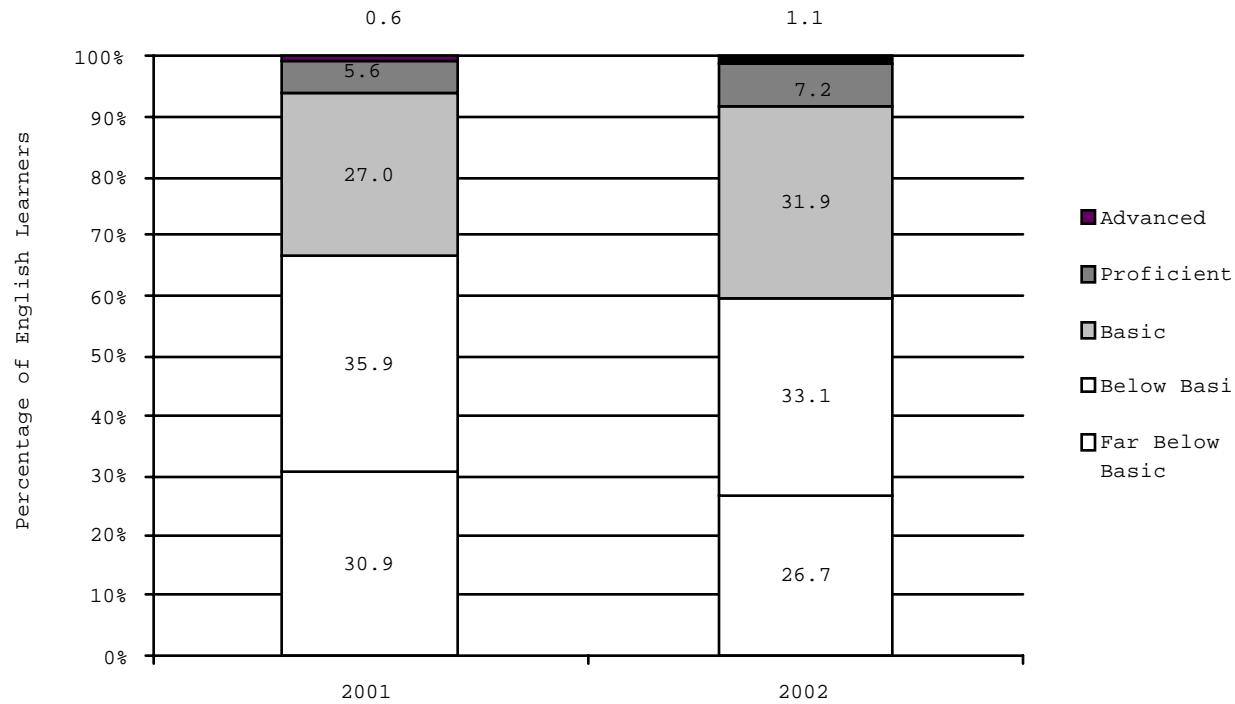


Matched data for English Learners who took the California Standards Test in English Language Arts (CST-ELA) in both 2001 and 2002 were also used to generate the results in Figure EL-2. When compared to the prior year, the 2002 results revealed improved performance for this cohort as a greater proportion achieved the “basic” level or above, while smaller proportions remained at the lower levels of performance. As ELs become fluent in English, their performance on state standards-based assessments should improve.

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The district uses the results from the CELDT to monitor the English language acquisition of its English Learners, and results from the CST-ELA to monitor their progress in academic course work in literacy. The results from these assessments, along with a broad range of additional tests across all subject areas, guide the design and implementation of district programs for English Learners. The overarching goal of the program is to promote (1) the acquisition of high levels of English language proficiency and (2) grade-level achievement in the core curriculum. The content and structure of the district's EL programs are described below.

Figure EL-2. Percentage of English Learners scoring at the various levels of the CST-ELA



English Language Development (ELD)

ELD instruction is an important part of the district's elementary, middle level, and senior high school EL instructional frameworks. While ELD is embedded in all EL activities conducted in English throughout the school day, each EL program includes a portion of the day when the teacher provides instruction that specifically focuses on the attainment of the ELD standards. This focused ELD instruction is adapted to take into consideration each student's English language proficiency level, as determined by the California English Language Development Test (CELDT). Each school site uses district-adopted ELD curriculum materials, *Into English* and *Amazing English*, to provide ELD instruction that matches and extends the students' level of English language proficiency in listening, speaking, reading, and writing.

Access to Core Curriculum

Access to grade-level core curriculum is accomplished through primary language instruction and/or Specially Designed Academic Instruction in English (SDAIE), depending on the particular program in which an EL is enrolled. Academic instruction through English is modified to meet the students' level of proficiency, and teachers use specialized strategies that enable students to understand, participate in, and access the core curriculum.

Teacher Authorization

The district ensures that all teaching personnel assigned to provide core curriculum instruction to ELs are qualified to provide that instruction. Teachers must hold Cross Cultural Language Acquisition and Development (CLAD) certification⁵ if they are instructing ELs in English, and Bilingual Cross Cultural Language Acquisition and Development (BCLAD) certification⁶ if they are instructing ELs through the primary language.

⁵ Or its equivalent, or be actively involved in training to obtain certification.

⁶ Or its equivalent, or be actively involved in training to obtain certification.

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.
Required Activities	<p>1. (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>The district will use Title III funds to provide the following supplemental services to targeted EL students:</p> <ul style="list-style-type: none"> Provide “push-in” staff in order to free classroom teachers to work with small groups of ELs. Provide hourly pay for teachers of ELs, EL coordinators, language assessors, and assistants to attend professional development activities beyond their normal working hours. Offer extended day/year classes targeted to EL student needs. Purchase additional materials appropriate for ELs at the various proficiency and grade levels to supplement classroom and school libraries. Fund release time to allow grade-level or department second language teacher teams to collaborate, plan, and share successful strategies.
Required Activities	<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 plans to use Title III funds to help EL students meet the State’s annual measurable achievement objectives by:</p> <ul style="list-style-type: none"> Conducting on-going professional development and coaching with teachers so that they are effective in providing instruction to EL students that addresses state content standards in ELD, ELA, and mathematics. Developing an English learner component of a district-wide application computer system that will allow all sites to quickly and easily— Identifying newly enrolled students needing CELDT assessment. Listing ELs by grade and proficiency level for the following purposes: <ul style="list-style-type: none"> Charting school-wide distribution of ELs by proficiency level. Identifying potential reclassification candidates. Monitoring and recording reclassified student follow-up reviews. Running classroom rosters encoded with complete historical information on each EL’s English proficiency and progress in attaining English in relation to length of enrollment. Running a wide variety of student achievement reports for ELs and reclassified students in ELD, ELA, and mathematics.

San Diego Unified School District LEA Plan for No Child Left Behind

NCLB Title III Requirements	Description of how the LEA is meeting or plans to meet this requirement.
<p>Required Activities</p> <p>1c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <ul style="list-style-type: none"> i. Meeting the annual measurable achievement objectives described in Section 3122; ii. Making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); iii. 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>Under NCLB the district, specifically EL program staff, will expand accountability strategies that are currently being implemented. Those strategies include the funding of an educational research specialist in the Standards, Assessment, and Accountability Division to</p> <ul style="list-style-type: none"> (1) monitor the progress of ELs with respect to English language acquisition and academic achievement, and (2) 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 routinely disaggregated by years of enrollment or overall proficiency level, grade level, and primary language groups.</p> <p>Title III funding will support sites' efforts in analyzing and using these data to analyze instructional strengths and weaknesses, and for EL program monitoring and improvement by:</p> <ul style="list-style-type: none"> Funding conference registrations and other professional development opportunities for site administrators and staff developers to improve their data analyses knowledge, skills, and techniques for using district-provided EL data. Providing beyond-working-hours hourly pay for teacher collaboration and discussion/planning around district-provided "Assessment Results for ELs" data printouts for EL program analysis, modification, and improvement.
<p>Required Activities</p> <p>1d. Describe how the LEA will promote parental and community participation in LEP programs.</p>	<p>The district will follow 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). Title III funds will provide resources to fully implement and sustain this plan. Key elements are listed below.</p> <ul style="list-style-type: none"> Require that every school with 21 or more ELs establish and maintain an appropriately configured ELAC. Provide clear, timely information (e.g., circulars, training materials) regarding ELAC membership and configuration requirements. Provide an annual mandatory training and periodic voluntary training for site principals and ELAC chairpersons. Ensure that all eligible sites appropriately select representatives for the DELAC. Provide individual support to site staff and advisory group leadership, to ensure strong, positive EL parent involvement.

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NCLB Title III Requirements	Description of how the LEA is meeting or plans to meet this requirement.
<p data-bbox="191 646 247 917" style="writing-mode: vertical-rl; transform: rotate(180deg);">Required Activities</p> <p data-bbox="268 240 741 573">2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c). The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> <li data-bbox="317 475 667 505">a. English proficiency; and <li data-bbox="317 513 735 573">b. Academic achievement in the core academic subjects. 	<p data-bbox="762 240 1885 329">The district will continue to offer the following EL program options designed for ELs to raise their proficiency in the English language and help them attain of state content standards.</p> <p data-bbox="821 337 1801 397"><i>Structured English Immersion (SEI)</i> - designed for ELs at the earlier levels of English proficiency.</p> <p data-bbox="821 406 1896 466"><i>Mainstream English Cluster (MEC)</i> - designed for ELs at the higher levels of English proficiency.</p> <p data-bbox="821 474 1881 535"><i>Biliteracy for Spanish Speakers</i> - for ELs at all levels of proficiency whose parents elect this program.</p> <p data-bbox="762 544 1875 646">ELs participating in SEI and MEC programs are expected to meet ELD standards for their respective 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 data-bbox="762 654 1885 808">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 data-bbox="762 816 1885 906">Biliteracy program students are expected to attain state grade-level content standards in core subjects and language proficiency in both English and Spanish at the same levels as students in SEI and MEC.</p>

San Diego Unified School District LEA Plan for No Child Left Behind

NCLB Title III Requirements		Description of how the LEA is meeting or plans to meet this requirement.
Required Activities	<p>3. Provide high quality professional development:</p> <p>a. Designed to improve the instruction and assessment of LEP children;</p> <p>b. Designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for LEP students;</p> <p>c. Based on scientifically based professional development;</p> <p>d. Long term effect will result in positive and lasting impact on teacher performance.</p>	<p>Teachers of Structured English Immersion and Mainstream English Cluster, or teachers otherwise assigned to teach core curriculum to ELs, are required to hold appropriate state certification or be in training to earn such certification. In addition, the district encourages administrators, staff developers, resource teachers, and academic support teachers to obtain such certification. SB395 provides for a scientifically based training option that will result in appropriate state certification for teachers of ELs.</p> <p>The district will continue to offer the “combined” ELD and SDAIE 45-hour SB395 training program for elementary teachers and the SDAIE 45-hour training program for secondary teachers. The SB395 training program was reviewed by the state in 2002 and has been approved by the California Commission on Teacher Credentialing to issue a certificate to authorize teachers to provide core curriculum to ELs.</p> <p>Principals will attend ongoing staff development as part of their regular monthly instructional conferences throughout the school year in the most effective instructional strategies for accelerating the achievement of ELs, including observation protocols to monitor teachers’ implementation of ELD and SDAIE strategies, and for analyzing and using data to support individual teachers and groups of teachers of ELs in enhancing EL student achievement.</p>
Allowable Activities	<p>4. Upgrade program objectives and effective instruction strategies.</p>	<p>Yes If yes, describe:</p> <p>The district has drafted an “Action Plan for Student Academic Excellence in Biliteracy Classrooms.” The plan is based on a simple three-part premise: (1) high-quality teaching makes a difference in student learning, (2) the professional education of teachers, staff developers, and principals is a central factor in determining the quality of teaching, and (3) district structures and culture that surround the school play a critical role in determining the quality of professional learning experiences of teachers, staff developers, and principals.</p> <p>Title III funds will be used to finalize and fully implement this 5-tier Action Plan by:</p> <p>Providing hourly pay for lead teachers, resource teachers, demonstration teachers, and staff developers serving on advisory and work groups.</p> <p>Provide hourly pay and for teachers and presenters attending/presenting at meetings and professional development activities beyond their normal working hours.</p> <p>Funding purchase of professional books.</p> <p>Funding production of effective classroom instruction demonstration videos.</p>

San Diego Unified School District LEA Plan for No Child Left Behind

NCLB Title III Requirements		Description of how the LEA is meeting or plans to meet this requirement.
Allowable Activities	5. a. Provide tutorials and academic or vocational education for LEP students. 5. b. Provide intensified instruction for LEP students.	No.
	6. Develop and implement programs that are coordinated with other relevant programs and services.	No.
Allowable Activities	7. Improve the English proficiency and academic achievement of LEP children.	<p>Yes If yes, describe:</p> <p>All English Learners are eligible to attend extended year instruction (summer school and intersession). Summer school is offered at all K-8 Title 1 schools and all district high schools. Students attending schools where summer programs are not offered can attend at another school. Summer school/intersession includes a two-hour block each of literacy and mathematics.</p> <p>Every English Learner is eligible to attend the high school Summer Bridging Program. The program provides summer academic preparation and is offered at all high schools in the district with specific sections for LEP students.</p> <p>All English Learners are eligible to attend Extended Day Programs in Mathematics and Reading offered at schools with 21st Century Learning Center funding and No Child Left Behind, Program Improvement, Year 2, funding.</p>

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NCLB Title III Requirements		Description of how the LEA is meeting or plans to meet this requirement.
Allowable Activities	<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</p> <p>a. To improve English language skills of LEP children; and</p> <p>b. To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.</p>	<p>Yes. If yes, describe:</p> <p>Parent University classes taught in Spanish are provided to parents of Title-1-eligible students over three 9-week sessions each academic year.</p> <p>Evening classes are offered on Tuesdays and Thursdays that provide parents with grade-level content in literacy, mathematics, science, and technology; district expectations for student learning; and strategies they can use at home to support student achievement.</p> <p>A children's program provides educational activities and homework help for infants and children up to 16 years old while their parents attend evening classes.</p> <p>Daytime classes are offered for non-English speaking parents who do not send their young children to preschools. Parents learn child development and pre-literacy skills while their children participate in a school readiness program.</p> <p>The <i>Mobile Parent Learning Center</i>, an outreach component of <i>Parent University</i>, consists of a school bus, retrofitted as a classroom and staffed by bilingual instructors, that visits Title 1 schools to offer hands-on "Make-it-Take-it" parent classes for pre-school through first grade.</p> <p>Parent Academic Liaisons (many bilingual) at all elementary API 1-2 schools assist LEP parents in supporting their students' academic achievement.</p>
Allowable Activities	<p>9. Improve the instruction of LEP children by providing for –</p> <p>a. The acquisition or development of educational technology or instructional materials</p> <p>b. Access to, and participation in, electronic networks for materials, training, and communication; and</p> <p>c. Incorporation of the above resources into curricula and programs.</p>	<p>No. If yes, describe: (Pending funding of a grant proposal)</p>
	<p>10. Other activities.</p>	<p>No.</p>

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.
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San Diego Unified School District LEA Plan for No Child Left Behind

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> <ol 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 individualized education program of the child; h. Information pertaining to parental rights that includes written guidance detailing – <ol style="list-style-type: none"> i. The right parents have to have their child removed from such program upon request; ii. The options that parents have to decline to enroll their child or to choose another program; iii. The LEA assists parents in selecting among various programs and methods of instruction, if more than one program or 	<p>Yes. Historically in the district, parents of newly enrolled <i>initially identified</i> EL students have been informed, within NCLB timelines, of all but one of items a-h in this section, now required by NCLB Title III. The remaining item (specific exit criteria) will be incorporated into the existing parent notification letters, which are provided in six different languages. These initial identification parent notification letters are used in combination with the Learning Contract described below.</p> <p>The district plans 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, meet all NCLB criteria. The electronically generated letters, which will include each student's most recent English language proficiency and academic achievement assessment data, will be sent to the parent/guardian's home address via U.S. mail in English, and in the primary language whenever possible, within required timelines.</p> <p>Within the first nine weeks of student attendance if possible, but no later than the first 12 weeks, teachers and counselors:</p> <ul style="list-style-type: none"> Formally identify students at risk and notify parents/guardians of at-risk status. Initiate student placement in appropriate support/intervention programs (e.g., after-school reading). Schedule and conduct a parent/guardian conference to develop the Learning Contract, and obtain signatures of all responsible parties. Implement student support/intervention strategies outlined in the Learning Contract. Assess student progress via district-designated indicators and report to parent/guardian and staff. <p>The Learning Contract is an extension of the Home/School Compact and explains to parents how their EL student is in need of, and eligible for, additional support in literacy and math (at risk of not meeting state grade-level content standards). 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 compact 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.</p>

Required Activity

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>Yes. If yes, describe: Parent University classes taught in Spanish are provided to parents of Title-I-eligible students over three 9-week sessions each academic year. Evening classes are offered on Tuesdays and Thursdays that provide immigrant parents with an introduction to the school system, as well as grade-level content in literacy, mathematics, science, and technology; district expectations for student learning; and strategies they can use at home to support student achievement. A children's program provides educational activities and homework help for infants and children up to 16 years old while their parents attend evening classes. Daytime classes are offered for non-English speaking and immigrant parents who do not send their young children to preschools. Parents learn child development and pre-literacy skills while their children participate in a school readiness program. The <i>Mobile Parent Learning Center</i>, an outreach component of Parent University, consists of a school bus, retrofitted as a classroom and staffed by bilingual instructors, that visits Title I schools to offer hands-on "Make-it-Take-it" classes for parents of children in pre-school through first grade. Parent Academic Liaisons (many bilingual) at all elementary API 1 and 2 schools assist immigrant parents in supporting their child's adjustment to life in the United States as well as their academic achievement.</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>No</p>
<p>3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth.</p>	<p>No</p>

Allowable Activities

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NCLB Title III Requirements	Description of how the LEA is meeting or plans to meet this requirement.
4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	<u>No</u>
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><u>Yes.</u> If yes, describe:</p> <p>The district will use Title III funds to provide the following supplemental services to targeted immigrant students:</p> <p>Hourly pay for teachers, counselors and assistants working with significant numbers of immigrant students to attend professional development activities related to serving immigrant students, beyond their normal working hours.</p> <p>Extended day/year classes targeted to immigrant student needs.</p> <p>Purchase additional materials appropriate for immigrant students to supplement classroom and school libraries.</p>

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NCLB Title III Requirements	Description of how the LEA is meeting or plans to meet this requirement.
<p>6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:</p>	<p><u>Yes.</u> If yes, describe: All district schools offer the Structured English Immersion (SEI) program and the Mainstream English Cluster (MEC) programs while many 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 those understandings to create a climate of respect, support, and expectation. Examples of activities conducted on a regular basis for immigrant students in these programs include:</p> <ul style="list-style-type: none"> a. Analyzing immigrant students' personal interests, abilities and health situations b. Gathering background information about immigrant students c. Contacting sponsoring agencies and community resources for advice and assistance d. Providing an introduction to the school and school system e. 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, inviting people from ethnic minority communities to act as resource people and speak to students in formal and informal settings, etc.) f. 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, etc.)
<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.

<u>Strengths</u>	<u>Needs</u>
<p><i>Eliminating Emergency Teaching Permits and Waivers</i></p> <p>SDUSD has experienced unprecedented success in eliminating the use of emergency permits and waivers by expanding the use of intern and pre-intern programs. Out of a total of 3,502 teachers in API 1-5 schools, and 0.1 percent (5) have emergency permits or waivers, 93.5 percent (3,274) are fully credentialed, 2.5 percent (88) are university interns, 1 percent (37) are district interns, and 2.8 percent (98) are pre-interns.</p> <p><i>Reading</i></p> <p>SDUSD has made considerable progress in improving teacher quality in reading. Student reading performance (Figure 1) has improved in every racial and ethnic group, with African American, Asian, Filipino and Indochinese students closing the achievement gap between white and minority groups.</p>	<p>As explained under strengths, a high level of teacher quality has been achieved in SDUSD. Very few teachers without full credentials are working in the schools. In SDUSD Title II will be used to supplement class size reduction at Grades K-3 as a teacher retention and recruitment incentive. The smaller class size makes it more conducive for teachers to achieve the district goal of having all students reading at or near grade level by third grade. The state funds a class size of 20:1 at these grade levels, and the district will use Title 2 funds to augment this to 19.5:1.</p> <p>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 on reading assessments in Grade 2. The students who were second graders during the 2001-2002 school year are the first cohort of children to be tested who were educated from Kindergarten under the district's reform plan. The number of Grade 2 students performing at or above the national average has increased almost 20 percentage points in reading from 43 percent in 1998 to 61 percent in 2002.</p> <p>An important use for Title II funds in SDUSD is for extensive professional development in literacy, mathematics, and science. To support the ongoing progress that has been made in literacy, Title II funds will support a Literacy Consultant for each Learning Community who will help the Instructional Leaders and principals to put in place whatever supports are</p>

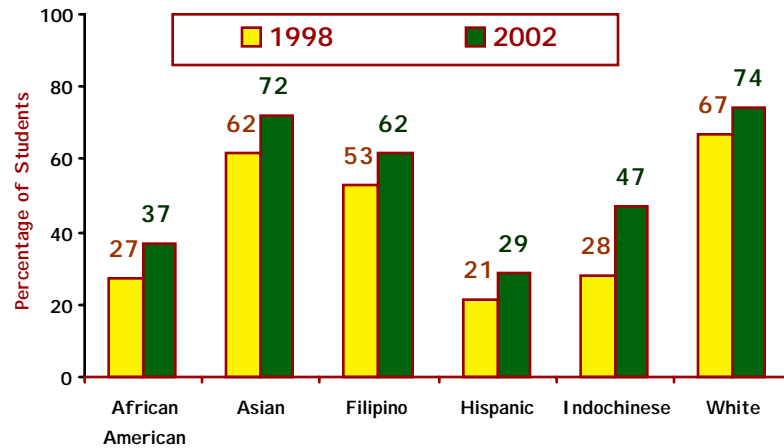


Fig. 1. Percentage of Students by Racial/Ethnic Group in Grades 2-11 At or Above the 50th Percentile on SAT 9 Reading 1998-2002.

By the end of the 2002-03 school year, all K-5/6 teachers and all middle level and high school English Language Arts teachers will have had the opportunity to participate in multiple sessions of literacy professional development related to using classroom libraries, Literacy Framework strategies, and the Readers' and Writers' Workshop structure for instruction.

Principals and Literacy Peer Coach/Staff Developers form a structure that supports reading and writing instruction in every elementary and middle school, and Literacy Site Administrators work to improve English Language Arts learning and teaching in high schools.

needed for their teachers to continue to improve. In mathematics and science, Title II funds will support professional development for teachers in the use of new mathematics and science curricula and research-based instructional strategies that address state content standards.

Improvement in science instruction is of particular concern, because when the data for the SAT 9 Science (administered to students in Grades 9-11) are disaggregated by ethnicity (Figure 2), the gap between African American, Hispanic, and Indochinese students on the one hand, and Asian, Filipino, and White students on the other is very apparent. From 2001 to 2002 the achievement in science of groups of students has been essentially unchanged.

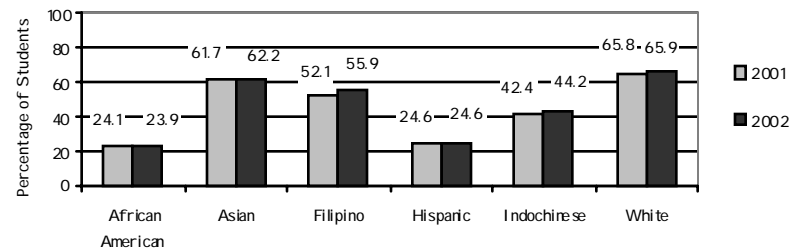


Fig. 2. Percentage of Students Performing in the Top Three Quintiles on SAT 9 Science by Ethnicity

Mathematics and Science

The district has an Urban Systemic Program award from the National Science Foundation that is supporting improvement in mathematics and science. In addition, a private foundation has been established, the Foundation for the Improvement of Mathematics and Science Education (FIMSE), that has been amassing funds from corporations to fund additional professional development programs and materials that cannot be entirely supported by the federal grant.

Extensive work has been done in mathematics with elementary teachers. Forty upper Elementary Mathematics Specialists (EMS) are teaching only mathematics at the district's ten lowest performing Title 1 schools. The students in Grades 4, 5, and 6 at the Focus Schools are showing larger gains than the district average of three percentage points. The students at the Focus Schools were achieving in the bottom quartile on the 2001 SAT 9 mathematics assessment. After two years of work with the EMS and the *Everyday Mathematics* curriculum, the number of students scoring at or above the 50th percentile has increased nine percentage points in Grade 4, eight percentage points in Grade 5, and five percentage points in Grade 6.

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

1. The implementation of Science and Technology Resource Center and Science Resource Teachers to help elementary teachers use science curricula that address state content standards.
2. Ongoing professional development for TLC coaches, Team Leaders, and Secondary Site Administrators who make up the infrastructure to support science teachers.

Technology integration is being focused on in science 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 science learning and teaching.⁷

⁷ Rakes et al., 1999.

Planned Improvements for Professional Development (Title II Part A)

Please provide a description of:	<i>Timeline/</i> Persons Involved	Related Expenditures	Estimated Cost	Projected 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>SDUSD professional development is organized and designed in a systemic way by the Instruction and Curriculum 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 curriculum materials tied to state content standards. Curriculum departments plan annually to provide professional development that gives clear expectations for student outcomes to teachers, principals, and staff developers and ensures articulation of concepts within and across grades.</p>	<p><i>Annually/Ongoing</i> Instruction and Curriculum Division; Curriculum departments</p>	<p>Instruction and Curriculum Division staff salaries</p>	<p>\$176,402</p>	<p>Title II Part A</p>
<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 achievement:</p> <p>a. Each curriculum department has an overall director and then individual managers and/or specialists for each grade level within that curriculum area. The directors, managers, and specialists meet regularly to review student assessment results, align teacher needs, and identify research-based strategies and curriculum materials.</p> <p>For example, in mathematics, the recommendations from the National Research Council’s report <i>Adding it Up: Helping Children Learn Mathematics</i> (2001) the</p>	<p><i>Annually/Ongoing</i> Curriculum departments</p>	<p>Incorporated into costs delineated in #5 below</p>		

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Please provide a description of:	<i>Timeline/</i> Persons Involved	Related Expenditures	Estimated Cost	Projected Funding Source
integrated and balanced treatment of mathematical strands helps guide the district's development of teacher and student mathematical proficiency.				
b. Instructional strategies are utilized that have been shown through research to be effective with <i>all</i> students as well as low-performing students, and in particular, students who are English Learners. The results of the research-based strategies are evident in that SDUSD students are achieving gains. For example, students who have been participating in literacy classes in Grades K-2 for three years have shown notable improvement in their reading scores.	<i>Annually/Ongoing</i> Curriculum departments	Incorporated into costs delineated in #5 below		
c. Research-based curricula are being adopted, and teachers learn research-based strategies as they learn to use the new curricula and district-provided support materials. For example, in literacy, the instructional materials require a balanced approach to teaching reading that includes learning skills and strategies, as well as studying literature and writing. In science, the new curriculum materials use inquiry-based pedagogy and content developed at research institutions with federal funding. As much as possible the district adopts materials that were tested with students of a variety of ethnic backgrounds in a variety of urban settings.	<i>Annually/Ongoing</i> Curriculum departments	Incorporated into costs delineated in #5 below		
d. New curricula are being complemented by the comprehensive integration of technology when appropriate and supported by state content standards. The research literature confirms that technology is most influential when integrated with curriculum and	<i>Annually/Ongoing</i> Curriculum departments	Incorporated into costs delineated in #5 below		

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Please provide a description of:	<i>Timeline/</i> Persons Involved	Related Expenditures	Estimated Cost	Projected Funding Source
<p>explaining strategies as a means for understanding concepts.</p> <p>Using drawings, diagrams, and charts to provide visual prompts for vocabulary.</p> <p>Designing assessments to scaffold language learning.</p> <p>c. Another broad reform strategy is to increase for students of all backgrounds the expectations for the courses they are required to take in high school. The district has established the goal of having two-thirds of all high school graduates meet the course requirements for entrance to the UC/CSU system by 2006.</p>	<p><i>Ongoing</i> Counselors, teachers; Curriculum depts.</p>	<p>Hourly pay for teachers and counselors; curriculum improvement</p>	<p>Hourly pay included in costs delineated in #5 above</p>	<p>Private foundations fund curriculum improvement through staffing</p>
<p>4. How the LEA will coordinate professional development activities with professional development activities provided through other Federal, State, and local programs:</p> <p>a. SDUSD is using TAP funding to build a more knowledgeable and effective teaching corps through the use of <i>TeachScape</i>, a web-based video library of model teaching and learning environments that work effectively with academically disadvantaged students.</p> <p>b. Extended Day Reading and Mathematics teachers participate in specialized professional development that provides strategies to augment and support the district curriculum in after school programs at elementary and middle schools.</p> <p>c. SDUSD enhances Gifted and Talented Education (GATE) by providing a Resource Teacher who conducts professional development and provides site support for GATE teachers.</p> <p>d. Special Education teachers and District Resource Teachers learn the core curriculum along with other teachers, as well as additional supports and strategies</p>	<p><i>Ongoing</i> Teacher Preparation And Support division</p> <p><i>Ongoing</i> Teacher Preparation And Support division</p> <p><i>Ongoing</i> Gifted and Talented Education</p> <p><i>Ongoing</i> Special Education division;</p>	<p>Purchase of access to video library. Hourly pay for teachers</p> <p>Hourly pay for teachers</p> <p>GATE Resource Teacher</p> <p>Hourly pay for teachers; release time</p>	<p>\$1,857,697</p> <p>\$86,500</p> <p>\$2,146,987 (Total Title I and</p>	<p>State Teachers as Priority (TAP)</p> <p>Title I Part A, 21st Century</p> <p>Title II Part A</p> <p>Title I Part A Title II Part A</p>

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Please provide a description of:	<i>Timeline/</i> Persons Involved	Related Expenditures	Estimated Cost	Projected Funding Source
<p>to help Special Education students be successful with the core curriculum.</p> <p>e. SDUSD is using funds from the National Science Foundation (NSF) and from the local Foundation for the Improvement of Mathematics and Science Education (FIMSE) to provide comprehensive professional development in mathematics and science. San Diego Reads will fund literacy consultants.</p>	<p>Curriculum departments</p> <p><i>Ongoing</i> Mathematics and Science departments</p>	<p>See Item #5 below.</p>	<p>II for Special Ed.)</p>	<p>NSF; Private foundations</p>
<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that needs of teachers and principals will be met:</p> <p><u>To address reading professional development needs</u></p> <p>a. Learning Community Consultants will work with principals in each learning community to use student assessments and walk-through observations and identify teacher needs. They will assist principals in organizing site-based professional development.</p>	<p><i>Annually/Ongoing</i> Principals, Learning Community Consultants</p>	<p>Salaries for consultants</p>	<p>\$ 920,250</p>	<p>Title II Part A</p>
<p><u>To address mathematics professional development needs:</u></p> <p>a. Two laboratory mathematics teachers per participating elementary school receive additional professional development, so they can open their classrooms to observation and model for other teachers effective instruction and attention to state content standards.</p> <p>b. Secondary Site Mathematics Administrators at middle/junior high schools and high schools will provide professional development and curriculum implementation support.</p> <p>c. Site-based elementary resource teachers will provide</p>	<p><i>Annually</i> Mathematics Dept.</p> <p><i>Ongoing</i> Mathematics Dept.</p> <p><i>Ongoing</i></p>	<p>Hourly pay and release days for professional development</p> <p>Salaries</p> <p>Salaries</p>	<p>\$243,410</p> <p>\$ 3,699,074</p> <p>\$627,000</p>	<p>Title II Part A</p> <p>Hourly, TIIG, Private foundations</p> <p>Title I Part A</p>

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Please provide a description of:	<i>Timeline/</i> Persons Involved	Related Expenditures	Estimated Cost	Projected Funding Source
<p>coaching and professional development at sites.</p> <p>d. Centralized district professional development programs will be provided for mathematics teachers during summers and intersessions and on release days during the school year.</p> <p>e. Teachers of new secondary mathematics classes will participate in professional development specifically to meet their needs regarding the use of new curriculum and instructional strategies.</p>	<p>Mathematics Dept.</p> <p><i>Ongoing</i> Mathematics Dept.</p> <p><i>Annually</i> Mathematics Dept.</p>	<p>Release time; materials; instructors</p> <p>Release time; materials; instructors</p>	<p>\$303,207</p> <p>\$126,017</p>	<p>Title II Part A</p> <p>Title II Part A</p> <p>Title II Part A</p>
<p><u>To address science professional development needs:</u></p> <p>a. The Science and Technology Resource Center provides support to schools and teachers for science curriculum implementation including professional development, coaching, assessment, leadership, and assistance with inquiry-based instruction.</p> <p>b. Science Resource Teachers will participate in professional growth activities such as regional and national seminars and conferences to ensure that they stay current with research-based instructional strategies and curriculum content.</p> <p>c. Six high school Site Science Administrators and six high school Science Resource Teachers will provide site leadership and meet teachers' and principals' science professional development.</p>	<p><i>Ongoing</i> Science Dept.</p> <p><i>Annually</i> Science Dept.</p>	<p>Salaries for staff; materials; release time and hourly pay.</p> <p>Salaries</p>	<p>\$1,089,137</p> <p>\$1,054,668</p>	<p>Title II Part A</p> <p>Private foundations</p>
<p>d. Teachers of new secondary science classes will participate in professional development specifically to meet their needs regarding the use of new curriculum and instructional strategies.</p>	<p><i>Annually</i> Science Dept.</p>	<p>Release time; hourly pay</p>	<p>\$213,724</p>	<p>Private foundations</p>
<p><u>To address principal professional development needs</u></p> <p>a. Principals receive assistance from Mentor or</p>	<p><i>Ongoing</i></p>	<p>Salaries for</p>	<p>\$</p>	<p>Earned</p>

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Please provide a description of:	<i>Timeline/</i> Persons Involved	Related Expenditures	Estimated Cost	Projected Funding Source
<p>Coaching Principals, Peer Coach Staff Developers, Secondary Site Administrators, and Curriculum Resource Teachers based on school walk-throughs. The district's Educational Leadership Development Academy (ELDA) conducted in collaboration with the University of San Diego provides coursework and certification.</p> <p>b. Principals attend monthly instructional conferences together by level (elementary, middle, and high school) where subject matter experts identify key instructional issues and explore new strategies and potential solutions based on the state content standards, adopted curriculum materials, and pedagogy.</p> <p>c. Each school is assigned to an Instructional Leader (IL) who visits assigned schools regularly to conduct structured walk-through observations with principals and content experts to observe and analyze teacher effectiveness and instructional needs. Principals learn to identify and support good instruction through this process.</p>	<p>Mentor and Coaching Principals; Peer Coach Staff Developers; Resource Teachers</p> <p><i>Monthly</i> ILs; Curriculum Depts.; Principals</p> <p><i>Ongoing</i> Principals; Curriculum Directors; ILs</p>	<p>Mentor Principals; Stipends for Coaching Principals; course / certificate fees</p> <p>Consultants to design and deliver training</p> <p>Salaries for Instructional Leaders</p>	<p>1,150,865</p> <p>\$115,190</p> <p>\$694,808</p>	<p>income from hourly programs; Private foundations</p> <p>Title II Part A</p> <p>Title I Part A</p>
<p>6. How the LEA will integrate funds under this subpart with funds received under Part D for professional development to integrate technology into curricula and instruction:</p> <p>a. The integration of technology will be phased into all professional development described in #5 above. Over the next five years the Educational Technology Resource Teachers will identify professional development needs related to technology and organize a variety of online and face-to-face learning experiences.</p>	<p><i>Annually</i> Educational Technology Resource Teachers; Curriculum departments</p>	<p>Incorporated into costs delineated in #5 above</p>		
<p>b. Teachers will be assisted in increasing their personal technology proficiencies as listed in National</p>	<p><i>Annually</i> Teachers</p>	<p>Incorporated into costs</p>		

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Please provide a description of:	<i>Timeline/</i> Persons Involved	Related Expenditures	Estimated Cost	Projected Funding Source
<p>Conduct simulations and observe visualizations that illustrate difficult concepts.</p> <p>c. Professional developers and teachers in Literacy will observe the technology expertise developed in middle grades science classrooms and develop strategies for integrating technology in literacy professional development. Secondary Literacy Peer Coach Staff Developers will learn to use and demonstrate grade-appropriate computer-based tools that support improved literacy, including Internet browsers and search engines, word processors, talking work processors, grammar and word coach software, graphic organizers, presentation applications, and a project-based lesson methodology that involves conducting Internet research and producing a document or presentation.</p> <p>d. In mathematics students and teachers use graphing calculators and software such as Fathom and Geometer's Sketchpad as tools and sites for learning. Teachers of specific grade levels and courses (e.g., Geometer's Sketchpad for Geometry teachers) learn to use these tools in professional development provided through summer institutes and release days during the school year.</p> <p>e. Administrators will be encouraged to include a technology goal in their annual Administrative Work Plans to increase their personal proficiencies as established in the National Educational Technology Standards for School Administrators (TSSA)</p>	<p><i>2005-2007</i> Literacy Dept.; Educational Technology Resource Teachers; Peer Coach Staff Developers</p> <p><i>Ongoing</i> Mathematics Dept.</p> <p><i>Ongoing</i> Principals</p>	<p>Incorporated into costs delineated in #5 above and in Performance Goal 1—Reading</p> <p>Incorporated into costs delineated in #5 above and in Performance Goal 1—Mathematics</p> <p>Incorporated into costs delineated in #5 above</p>		
<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</p>	<p><i>Ongoing</i> ILs; Curriculum departments;</p>	<p>Incorporated into costs delineated in #5 above</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:

<i>ENVIRONMENTS CONDUCIVE TO LEARNING</i>	
STRENGTHS	NEEDS
<p>1) The district strategic plan for a positive school learning environment is based on resiliency factors and is aligned with effective approaches that create positive environments.</p> <p>2) A District Advisory Committee, Health Services Department Advisory Committee, and specific program Advisory Committees (e.g. Sexuality Education Advisory Committee) with members representing staff, administrators, parents, students, and community, guide the district in planning.</p> <p>3) The district has a strongly enforced and well-publicized progressive discipline policy.</p> <p>4) There is a clear set of emergency procedures and opportunities for practice drills.</p> <p>5) Administrators and staff support the view that emotional, psychological, and social needs of students are intrinsically related to academic achievement and promote this approach.</p> <p>6) Parents receive regular district mailings, access the “For Parents” section of the district website, and participate in the superintendent’s “Parent Congress.”</p> <p>7) A system is in place to identify truancy, provide</p>	<p>1) Structures and approaches are needed to involve more parents at the school sites, especially at the secondary level.</p> <p>2) Opportunities need to be created and adopted district-wide for students to be able to participate in the decision-making process and to have a voice in school climate issues.</p> <p>3) Each site needs a liaison accountable for implementation of the district vision and the District Advisory Committee planning objectives.</p> <p>4) The message and approach of the current bullying-prevention program are not being implemented in a consistent way.</p> <p>5) Policies to support students may exist in writing but they are not consistently enforced district-wide.</p> <p>6) After school activities do not appeal to high-risk students who are most in need of the programs.</p> <p>7) Truancy rates are not effectively and accurately monitored at site and district levels.</p> <p>8) School climate activities are conducted in a haphazard and unsystematic way and need to be coordinated and institutionalized into the school structure.</p>

<i>ENVIRONMENTS CONDUCTIVE TO LEARNING</i>	
STRENGTHS	NEEDS
<p>early intervention through school counselors and links to community agencies, and provide ongoing student services.</p> <p>8) The district has a plan for an ongoing process to support a well-maintained physical environment including classroom modernization funded by Proposition MM.</p> <p>9) School climate activities, such as mentor programs, conflict mediation, media advocacy, service learning, and Student Assistance Programs are offered at sites across the district.</p> <p>10) Graduated sanctions are established for students who violate district policies on ATOD.</p>	<p>9) The newly developed Uniform Management Information Reporting System needs to be implemented and aligned with the district reporting system.</p> <p>10) Positive behavioral interventions as required by IDEA for students with disabilities are being implemented inconsistently.</p>

Activities:

<i>PHYSICAL, SOCIAL, EMOTIONAL, INTELLECTUAL, AND PSYCHOLOGICAL STUDENT SUPPORT ACTIVITIES</i>
<p>1) The District Advisory Committee will review the LEA Strategic Plan, and staff will publicize it through school/community meetings.</p> <p>2) The district will hold trainings each year to address topics of school climate, building resiliency, and 40 developmental assets for staff and other partner agencies and parents.</p> <p>3) The district will continue to provide site-based counselors to support families of students who are truant, and/or have behavior/discipline problems. Referrals to community agencies will be made when appropriate.</p> <p>4) Prevention Counselors will be trained and will deliver research-based prevention curriculum in Grades 9-12 and coordinate school safety and ATOD prevention activities.</p> <p>5) The district's Grade 9 Life Skills Instruction curriculum will be revised and further developed with ongoing monitoring and evaluation of effectiveness.</p> <p>6) Science-based curriculum will be taught in all middle schools; teachers will be trained in their</p>

effective use, and follow-up sessions will be conducted on a yearly basis.

- 7) Bullying prevention curriculum will be evaluated and considered for district-wide adoption for students in grades K-8. Intervention will take place on a case-by-case basis for victims and bullies.
- 8) The district procedure is in place that offers an alternative to suspension for students who violate the ATOD policy. Students have the opportunity to participate in support groups facilitated by Intervention Nurses.
- 9) A broad range of after-school programs will operate within the district that engage students with a variety of needs and interests; including homework centers, tutoring, athletic activities, drama, music, journalism, Club Live, etc.
- 10) Data will be collected using the district's Program Completion Tracking System to monitor the number of students receiving prevention and intervention curriculum and activities. This will serve as a subset of UMIRS report.
- 11) Staff will receive ongoing training in the appropriate use and implementation of positive behavioral interventions according to IDEA.

A copy of the LEA's policy regarding student behavior expectations, ***District Procedure 6270***, is attached.

Preventing Risk Behaviors

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

STRENGTHS	NEEDS
<p>1) Ongoing collection of ATODV data is conducted through the CHKS and YRBS surveillance instruments and consumer satisfaction surveys. Additional information is gathered on crime, expulsion, suspensions, and discipline problems.</p> <p>2) Continued collaborations with community agencies support the district's intervention arena.</p> <p>3) <i>Second Step</i>, a science-based program, is taught to students Grades Pre-K to 5 at at-risk pre-school and elementary sites.</p> <p>4) Trained instructors at each middle school teach a science-based curriculum for ATODV, <i>LifeSkills Training</i>, to students in Grades 6, with booster sessions in Grades 7 and 8.</p> <p>5) <i>Life Skills Instruction</i> is used in Grade 9, with booster sessions in Grades 11 and 12 to follow <i>LifeSkills Training</i>.</p> <p>6) The district is currently piloting a prevention program adapted from <i>The Missing Link in Prevention</i> curriculum.</p> <p>7) Students who violate the district's ATOD policy or are referred to the Student Intervention Program can attend TEG, TAP, and Insight support groups or community programs.</p> <p>8) Parents of students in Grades 5-8 participate in <i>Preparing for the Drug-Free Years</i> (PDFY), a science-based program facilitated by trained staff.</p> <p>9) The community's Border Binge-Drinking</p>	<p>1) Risk Prevention Coordinator is needed to address planning, funding, and linkages to CBO services.</p> <p>2) Teacher training in strategies for integrating ATODV education into the curriculum at the K-12 level needs to occur.</p> <p>3) The buy-in for teachers to integrate ATODV prevention issues into their curriculum needs to be improved.</p> <p>4) Evaluate Second Step curriculum for implementation at Grades K-5.</p> <p>5) Teachers, counselors, and principals need to participate in staff development offerings and have incentives to do so.</p> <p>6) Bullying still needs to be addressed more aggressively – materials for elementary and middle schools are occasionally in place. There is a need for a district-wide implementation of a research-based bullying prevention program.</p> <p>7) A district wide elementary ATODV prevention curriculum in place needs to be implemented district-wide, monitored and evaluated. There is currently no research-based program taught in elementary grades. AOTD is integrated into the health curriculum at the teacher's discretion.</p> <p>8) The middle school AOTDV prevention curriculum needs to be officially adopted by district.</p> <p>9) The Life Skills Instruction Curriculum at Grade 9 has demonstrated results. Revisions of lessons</p>

<p>Reduction Program allows for continued education of students in Grades 6-12.</p> <p>10) The percentages of students who report cigarette use within the past 30 days have been steadily decreasing.</p> <p>11) Safe school plans and crisis response plans have been updated annually.</p> <p>12) The Student Assistance Program is coordinated at many school sites to provide students access to support groups.</p> <p>13) Site prevention activities include: Red Ribbon Week, Great American Smokeout, When Not to Keep a Secret, National Day of Concern, etc.</p>	<p>created by staff and the creation of new lessons will build upon the strategies taught in Grades K-8. The district will continue to evaluate the curriculum via an outside evaluator. On-going monitoring and evaluation are needed.</p> <p>10) The percentage of students reporting alcohol use in the past 30 days needs to be decreased.</p> <p>11) A buddy program used for the transition from elementary to middle school needs to be developed, strengthened, and expanded to every site.</p>
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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)):

Most Recent Survey date: <u>04</u>/<u> </u>/<u>01</u>	Baseline Data		Biennial Goal	
Prevention Performance Measures From the California Healthy Kids Survey	Grade	Percent	Grade	Percent
The percentage of students that have ever used cigarettes will decrease biennially by:	5th	<u>7</u> %	5th	1 %
	7th	<u>24</u> %	7th	1 %
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	7th	<u>7</u> %	7th	1 %
	9th	<u>13</u> %	9th	1 %
	11th	<u>17</u> %	11th	1 %
The percentage of students that have used marijuana will decrease biennially by:	5th	<u>1</u> %	5th	1 %
	7th	<u>10</u> %	7th	1 %
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	7th	<u>16</u> %	7th	1 %
	9th	<u>31</u> %	9th	1 %
	11th	<u>38</u> %	11th	1 %
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	7th	<u>6</u> %	7th	1 %
	9th	<u>18</u> %	9th	1 %
	11th	<u>23</u> %	11th	1 %
The percentage of students that feel very safe at school will increase biennially by:	5th	<u>94</u> %	5th	1 %
	7th	<u>13</u> %	7th	1 %
	9th	<u>10</u> %	9th	1 %
	11th	<u>17</u> %	11th	1 %
The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:	7th	<u> </u> %	7th	<u> </u> %
	9th	<u> </u> %	9th	<u> </u> %
	11th	<u> </u> %	11th	<u> </u> %

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Truancy Performance Indicator		
The percentage of students who have been truant will decrease biennially by 1 percent from the current LEA rate. Truancy totals 17,415 students divided by 141,804 students (based on 2000-2001 CBEDS enrollment) = 12.3%	12.3%	1%

Protective Factors Performance Measures from the California Healthy Kids Survey

Results of the 4/02/03 CHKS will be used as Baseline Data when received. This performance indicator was not covered in the 2001 CHKS survey.

Most Recent Survey date: 04/02/03	Baseline Data		Biennial Goal	
DATA NOT YET RECEIVED BY DISTRICT.	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:	5th	%	5th	1 %
	7th	%	7th	1 %
	9th	%	9th	1 %
	11th	%	11th	1 %
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by:	5th	%	5th	1 %
	7th	%	7th	1 %
	9th	%	9th	1 %
	11th	%	11th	1 %
The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:	5th	%	5th	1 %
	7th	%	7th	1 %
	9th	%	9th	1 %
	11th	%	11th	1 %
The percentage of students that report high levels of school connectedness at their school will increase biennially by:	5th	%	5th	1 %
	7th	%	7th	1 %
	9th	%	9th	1 %
	11th	%	11th	1 %

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Other Performance Measures

LEA Specified Performance Measures to Collect Data Program Completion Tracking System	Performance Indicator	Baseline Data
The district is currently utilizing a Program Completion Tracking System to monitor the completion rate of science-based curriculum and researched-based prevention and intervention programs. The computerized database is essential in monitoring and achieving district-wide implementation for ATODV prevention programs and activities.	No. of students in prevention activities for 2001-2002.	79% of schools have Req. Health Instruction in Grades 6-12.

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

Scientifically based programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels:

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	63,000	N/A	Nov. 2002; On-going	January 2003
Botvin-LifeSkills Training	ATODV	6-8	34,500	1997	1997; On-going	1997
Second Step	V	Pre-K	770	August 2002	Sept. / March 2002	Sept. 2002
Preparing for the Drug-Free Years	AD	Parents 5-8	41,000	July 2002	July 2002; On-going	Dec. 2002

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

Check	Activities	Program ATODV Focus	Target Grade Levels
X	After School Programs	ATODV	K-12
X	Conflict Mediation/Resolution	V	PreK-12
X	Media Literacy and Advocacy	ATODV	6-12
X	Mentoring	ATODV	K-12
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)): None to be used

Waiver to Adopt Programs not listed in Appendix E: *The LEA will not submit an application for waiver.*

Analysis of Data for Selection of Programs and Activities (4115 (a)(1)(D)):

The Health Services Advisory Committee composed of district staff, parents, community-based organizations, and students selected the following programs after an extensive review. Consultation occurred with Safe Schools Unit at County Office of Education, non-public schools, and program developers. This committee not only reviewed a wide array of recommended research-based programs, but also analyzed local data from sources including CHKS, YRBS, and CSSA to determine the best programs to meet our needs.

- **Second Step** (currently Pre-K only). 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 will teach skills in empathy, impulse control, problem solving, and anger management, and pro-social behavior. Second Step will be piloted at one school site for all grades (K-5) at one school site next year and the effectiveness will be monitored and evaluated. The program will then be evaluated for district-wide implementation for K-5. Our comprehensive prevention program is supplemented by the Elementary Safe Schools 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 Tracking System.
- **Botvin-LifeSkills Training** (6-8) According to our Spring 2001 CHKS data, alcohol is by far the most widely used substance:
 - 33% of students in Grade 7 have used alcohol at least once in their life
 - 41% of students in Grade 11 have been high from using drugs
 - 32% of Grade 7 students have been in a fight in the past year.To assist in prevention of ATODV, *Botvin-LifeSkills Training* is implemented for students in Grades 6-8. The core components of LifeSkills training will assist our students in learning skills to make healthy decisions.
- **Preparing for the Drug Free Years** (Parents of Grades 5-8) There is 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. The Health Services Advisory Committee selected *Preparing for the Drug Free Years* (PDFY), also known as *Guiding Good Choices* (GGC),

for a pilot program at ten middle school sites. Parent and facilitator surveys look favorable and a thorough evaluation is being conducted. It is our goal to make PDFY available at all middle school sites.

- ***Border Binge-Drinking Reduction Program*** (Grades 6-12). District staff will be working in collaboration with the Institute for Public Strategies (IPS) to create a video series about binge drinking south of the border, called “Think Ahead, Think Smart”. This video will be number two in a group of four videos to be developed over the next two years to be shown in all high schools two weeks before Spring Break. District staff members attend community meetings with IPS to ensure we are up to date on border issues.
- ***Life Skills Instruction*** (9, 11-12) To build on our comprehensive prevention program and reinforce the skills the students have learned, a curriculum is currently taught to all Grade 9 students, with booster sessions at Grades 11 and 12. The Grade 9 *Life Skills Instruction* curriculum was developed by district staff and is an adaptation of the innovative program, *The Missing Link in Prevention*. Topics include peer pressure, health risks, media influence and advertising, positive self-esteem and legal aspects. The curriculum is skills based and reinforces knowledge and skills taught from Grades PreK-8. As a result of piloting the adapted curriculum, there is a need to create new lessons based on strategies in place. A formal evaluation will be completed for this curriculum, along with on-going monitoring of program completion.
- Research from the Search Institute shows the importance of youth development/asset acquisition to academic achievement and success in the following activities: “After School Programs”, “Conflict Mediation/Resolution”, “Media Literacy/Advocacy”, “Mentoring”, “Peer Helping”, “Service Learning/Community Service”, “Youth Development/Caring Schools/Caring Classrooms.” These will be woven into our comprehensive program to assist in the overall prevention of ATODV for our students.

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

The district has recently conducted the CHKS in April 2003 and will continue to use it every other year as required. Resiliency modules will be used every other year due to the focus on youth development in this district. In the CHKS survey off year, students will fill out a short questionnaire devised from the information on the 12 “Performance Indicators” to measure progress towards goals. Student will also complete pre/post tests after curriculum series to assess changes 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 ATODV and the programs used. We will also continue to ask our local law enforcement agency, prevention coalitions,

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community organizations, and the County Office of Education to provide information they may know about related to levels of ATODV. These agencies will also be asked to identify other ATODV related needs of students, parents, families, and the community in general.

The yearly information will be analyzed by the Health Services Advisory Committee looking at both district-wide trends and specific strengths and needs at each site. Yearly survey administration will allow us to determine trends for ATODV. A representative from the Health Services Advisory Committee will formulate this into a report with the assistance of an evaluation consultant. A written report will be shared with the entire committee, parent groups, staff, and students. At least once each school year an open forum will be held to get feedback on the report and all stakeholders will be invited. The District Advisory Committee will use this information to refine, improve, and make recommendations to strengthen the program.

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

Data Collection Timeline

- Baseline CHKS data was collected in 2001 and 2003 and progress data will be collected in 2005, 2007, and 2009.
- Surveys with questions covering the 12 “Performance Indicators” will be conducted by June 1, 2004, 2006, and 2008.
- After each series of prevention lessons (throughout the school year for each year of the plan), post-test information on changes in knowledge, attitudes, and intentions will be collected.
- Staff and parents will complete consumer satisfaction surveys by June 1, 2004 and each June thereafter.
- The district’s Program Completion Tracking System will monitor completion rates of prevention programs annually.

Reporting Timeline

- The Student Services Executive Director, Health Services Department Staff, program coordinators, and outside evaluator will develop an analysis of all data sources at the conclusion of each school year.
- The Health Services Advisory Committee will develop a written report, incorporating tables of the CHKS bi-annually as data become available.
- A summary of the annual reports will be presented to the District 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.
- Health Services Advisory Committee representatives will report information annual summary information to administrators. Site administrators will then share information with their staff.
- The Health Services 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)):

The SDFSC services listed below will be targeted to the highest need schools and students. High need students are defined as students who receive Title I services, live in single parent households, are English Language 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)):

The Health Services Advisory Committee will be comprised of members from other funded programs. Representatives from community-based prevention organizations, law enforcement (such as school resource officers and juvenile probation staff), and partners from ATOD prevention organizations will continue to participate in the Health Services Advisory Committee. 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 teachers in prevention efforts.

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

Parents are involved in our district at many levels, such as planning and designing programs, implementing strategies as volunteers in the classroom and before and after school, and volunteering on committees such as Parent Congress and School-Site Council, and assisting in trainings for prevention programs such as PDFY. 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):

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 a 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 Student Intervention Program at their site. The Intervention Nurse will conduct an intake and students will be placed in a Tobacco Education (TEG) or Tobacco Cessation (TAP) group ran 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)):

Position/Title	Full Time Equivalent
Program Manager-Life Skills Education	0.10 FTE (TUPE 4-8)
Life Skills Teachers/Counselors	3.80 FTE (1.8 FTE-TUPE 4-8 and 2.0 FTE-TUPE Competitive 9-12)
TUPE Coordinator	1.0 FTE (TUPE Competitive 9-12)
Intervention Nurses	0.5 FTE (TUPE Competitive 9-12)
Clerk Typist II	0.5 FTE (TUPE 4-8)

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, 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, students who are performing below grade level have extra time, extra materials, and extra assistance for meeting state standards.

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.⁸ 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 entry grade for each level (e.g., ninth grade).⁹
- 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.¹⁰
- Improving teachers' content knowledge and use of standards, frameworks, and pedagogy.¹¹

⁸ Haycock, Kati. "Good Teaching Matters: How Well-Qualified Teachers Can Close the Gap," *Thinking K-16*, v3, n2, Summer 1998. Washington, DC: The Education Trust.

⁹ 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.

¹⁰ U.S. Dept. of Education. (1999). *Key High School Reform Strategies: An Overview of Research Findings*.

¹¹ Michael C. Rubenstein and Jessica K. Wodatch. (2000). *Stepping Up to the Challenge: Case Studies of Educational Improvement and Title I in Secondary Schools*. Washington, DC: Policy Studies Associates for the U.S. Dept. of Ed.

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The class of 2004 (in Grade 11 during the 2002-03 school year) 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 74.96 percent of this cohort have passed the English Language Arts section, 60.12 percent have passed the mathematics section, and 58 percent have passed both sections.

CAHSEE Results	% Passing English/Language Arts	% Passing Math	% Passing both
<i>Class of 2004</i>	74.96%	60.12%	58.00%

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Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks / Evaluation	Projected Funding Source
<p align="center">5.1 Increasing High School Graduates</p>	<p>a. Articulated required programs of study are in place in literacy, social studies, mathematics, and science that 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, four years of college preparatory mathematics, and three years of laboratory science, including physics, chemistry, and biology.</p>	<p>All high school students</p>	<p><i>Ongoing/</i> Literacy, Mathematics, and Science depts.</p>	<p>Number and percent of students completing UC/CSU a-g requirements</p>	<p>Private foundations; National Science Foundation</p>
	<p>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 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>	<p>All high school students</p>	<p><i>Annually in eighth and tenth grades/</i> Middle level and high school counselors; School-to-Career department; Special Education</p>	<p>Number and percent of students graduating who are prepared for their post-secondary plans</p>	<p>Perkins; AB813; District funds</p>
	<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>Students in need of credit make-up</p>	<p><i>Ongoing/</i> Counselors, students</p>	<p>Number of graduates from HSDP</p>	<p>Adult education</p>

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Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks / Evaluation	Projected Funding Source
5.2 Reducing High School Dropouts	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. Principals 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 assessment, and graduate.	All at-risk high school students	<i>Annually/</i> Principals; 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
5.2 Reducing High School Dropouts (cont.)	<p>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 and mathematics classes. Students who remain below grade level are placed in intervention courses (see next block below).</p> <p>c. Students in the ninth- or tenth-grade who are below or significantly below grade level in English Language Arts and/or Mathematics are placed in appropriate support courses with reduced class size (e.g., two-period English 1, 2 or 3,4; Algebra Explorations 9). The courses allow students to earn needed credits for graduation while getting extra time and assistance with building their skills for more advanced course work in Grades 11 and 12.</p>	<p>2,400 students per year</p> <p>4,000 – 6,000 students per year</p>	<p><i>Annually in the summer before ninth grade/</i> Extended Learning, Literacy, and Mathematics departments; High school and middle level counselors.</p> <p><i>Annually/</i> Literacy and Mathematics Departments</p>	<p>Student participation rate in Summer Bridging program; Rate of students who achieve at or close to grade level by end of program</p> <p>Student placement in support courses; Student success in Grade 11 and 12 courses; Rate of graduation</p>	<p>Title I Part A ; Hourly programs; Private foundations</p> <p>Title I Part A; Hourly programs; TIIG; Private foundations</p>

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Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks / Evaluation	Projected Funding Source
	<p>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.</p> <p>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.</p> <p>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.</p>	<p>7,500 students per year in Grades 6-12</p> <p>All incoming freshmen at participating schools</p>	<p><i>Ongoing/</i> Literacy and Mathematics Departments</p> <p><i>Ongoing/</i> Counselors, teachers and principals</p> <p><i>Annually/</i> Counselors, teachers, and students</p>	<p>Student pass rate for the CAHSEE</p> <p>Student graduation rate from alternative programs</p> <p>Achievement and graduation rates of participants</p>	<p>Title I Part A; Hourly programs; TIIG</p> <p>District programs</p> <p>School-based Title I; Private foundations</p>
5.3 Increasing the Number of Students in AP/IB Courses	<p>a. The district GATE (Gifted and Talented Education) program is building an Advanced Placement climate across learning communities. Teachers are collaborating across middle level and high school to ensure that students in lower grades are receiving the academic preparation they need to be able to be</p>	<p>4,000 students per year</p>	<p><i>Ongoing/</i> Literacy, Mathematics, and Science Departments</p>	<p>Student participation in and completion of AP and IB courses</p>	<p>Private foundations; National Science Foundation</p>

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Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks / Evaluation	Projected Funding Source
	<p>successful in AP or IB courses.</p> <p>In high school students take a rigorous program of high school courses (see 5.1 a) that meet the UC/CSU entrance requirements, and it is anticipated that participation of students in Advanced Placement or International Baccalaureate courses will increase, because more students will have the academic preparation they need to undertake and succeed in those courses.</p> <p>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.</p>	<p>2,500 students per year</p>	<p><i>Ongoing/</i> Literacy, Mathematics, and Science Departments</p>	<p>Number and percent of students completing AP and IB courses and UC/CSU a-g requirements</p>	<p>AVID; Title I Part A; Hourly programs; TIIG</p>

Additional Mandatory Title I Descriptions

Please include in the space below the following descriptions mandated by NCLB legislation. If the LEA has already included any of the descriptions, they do not need to be provided again here; please indicate the page number or section of the Plan where this information is included.

Please describe the poverty criteria that will be used to select school attendance areas under Section 1113.

Federal criteria for ranking schools to determine their eligibility for Title I funding remains the same as in prior years. The selection of schools is determined annually by ranking all school attendance areas according to economic factors. The district uses the percent of students eligible for free or reduced-price meals at each school to determine the school's economic status.

The district's poverty level held steady this year after dropping from a high of 65.2 percent in 1997-98. The district-wide average is 60 percent in the current year, compared to 61.6 percent last year. The individual grade span averages showed little change, as well: elementary grade span average currently is 65 percent; middle level schools average 59 percent this year; senior high schools average 50 percent currently, the same as last year.

Two new Provision 2 schools (consistently very high poverty) were added this year by Food Services for a total of 27 schools with a Provision 2 status in 2003-2004.

The district ranks schools in three grade spans, elementary, middle, and senior high, and determines an average poverty level for each grade span. Although the district is required to serve all schools ranked at 75 percent poverty or higher, additional schools are eligible to be served if they rank at or above their grade span poverty average.

For a number of years the district has used a special provision of the federal law that allows Title I funds to be used at schools ranking below their respective grade-span poverty averages. Districts may use this provision if sufficient funding exists to provide reasonable promise of success in improving student achievement. The district continues to use this provision, along with a provision of the new law that allows additional flexibility. NCLB lowered the minimum poverty level to 40 percent, and the other requirements for becoming a SWP are still in place—develop an application, conduct a comprehensive needs assessment, and obtain approval by the local board and the State Board of Education. The district has chosen to fund all schools at or above the 40 percent poverty level, and all district Title I schools are currently operating SWPs.

Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115 will identify the eligible children most in need of services under this part.

The district has no Title I schools that are Targeted Assistance Schools (TAS) schools. All the Title I schools are Schoolwide Programs (SWP).

Please provide a general description of the nature of the programs to be conducted by the LEA's schools under Sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.

Neglected and Delinquent Youth

Annually the district surveys local institutions and community day programs for neglected or delinquent (N/D) youth to accurately identify them for funding allocation purposes. The institution or community day program receives no direct funding for Title I, Part D, but the district provides supplemental services to support and improve the quality of the students' educational program in the areas of reading, mathematics, language arts, and vocationally oriented programs that include academic classroom instruction. The district provides supplemental educational materials and equipment including books, computers, audio-visual equipment and supplies, and classroom materials for vocational training. The district also provides support to coordinate the acquisition of requested materials and programs. The district maintains continued communication with the institution or community day program to evaluate the effectiveness of the program and to provide guidance, if modifications are necessary.

Homeless Students

The Counseling and Guidance Department has the responsibility for serving students in homeless situations in SDUSD. The district provides transportation so that students can continue to attend the same school in spite of their lack of residence. The district cooperates with other districts to arrange transportation for students whose temporary accommodations are in a different district than the schools they want to continue to attend. Since students in foster care are included in the federal definition of homeless youth, the district works with Foster Youth Services to provide transportation that allows continuity in school attendance.

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116 as in need of improvement.

The district's reform initiatives (Blueprint for Student Success, High School Reform) establish the infrastructure to assist low-achieving schools. Categorical resources are allocated toward *prevention strategies* to enrich the learning environment and help all students meet state content standards, *intervention strategies* to improve instruction and extend learning time for struggling students, and *retention/acceleration strategies* for students who need additional time and support to achieve state grade-level standards. Title I Program

Improvement schools will continue to receive additional resources and support within this framework including:

- High quality, focused professional development for principals and teachers to improve instruction;
- Supplemental instructional materials that meet student needs and help close achievement gaps;
- Extended learning time within and beyond the school day and school year;
- Technical assistance with the development/revision and implementation of the school plan;
- Additional support/oversight from the Instructional Leader and other central office staff;
- Coordination of school choice and supplemental services options.

Please describe the actions the LEA will take to implement public school choice and Supplemental Services, consistent with the requirements of Section 1116.

Public School Choice

Prior to the passage of NCLB, the district was already providing enrollment options to more than 27,000 students through the district's Voluntary Ethnic Enrollment (VEEP), Choice and Magnet programs and was providing transportation to more than 15,000 students. A majority of the students receiving transportation were receiving transportation out of schools that have been identified for Program Improvement into non-Program Improvement Schools. Since passage of NCLB, the state has formally identified 35 district schools to be Program Improvement schools. In response the district has taken the following actions:

- The Office of Enrollment Options identified additional non-Program Improvement schools to receive students from schools that did not previously have the options available to them as is required under NCLB
- Adjustments have been made to the district's transportation services to facilitate providing transportation to all eligible students
- Professional development has been conducted for the principals of both Program Improvement "sending schools" and "receiving schools" regarding the policies and procedures of the district's Program Improvement School Choice Program
- Parents of students scheduled to attend Program Improvement schools have been notified in writing that they may be eligible for choice and transportation to non-Program Improvement schools

- An application form has been generated explaining the timelines and procedures for application as well as the rules governing eligibility for the Program Improvement School Choice Program
- Policies and procedures have been established by the Division of Standards, Assessment and Accountability to priority rank applicants giving priority to low achieving students from low income families
- District-authorized charter schools have been issued guidance regarding how the district will work together with charter schools to provide choice and transportation options to eligible parents under NCLB
- Program Improvement school choice and transportation commenced as of October 2002.

The district is prepared to continue performing the activities listed above over the next five years in order to ensure ongoing compliance with the choice and transportation requirements of NCLB.

Supplemental Services

Prior to the passage of NCLB, the district was already providing extended day program student support services to more than 24,000 students through the interventions called for in the *Blueprint for Student Success*. Since passage of NCLB, the state has formally identified 24 district schools to be schools that are in the second or third years of Program Improvement and that are therefore required to provide supplemental services options to parents. In response, the district has taken the following actions:

- The district applied to the state and was identified as a supplemental service provider entitled to provide supplemental services under NCLB beginning November 2002.
- Adjustments were made to the district's extended day programs to be compatible with NCLB requirements, including lowering the teacher/pupil ratio to 10:1.
- Professional development on supplemental services was provided for principals of second/third year Program Improvement schools.
- Parents of students scheduled to attend schools in the second and third years of Program Improvement have been notified in writing that they may be eligible for supplemental services under NCLB.
- The Division of Standards, Assessment and Accountability has established policies and procedures to priority rank students eligible for supplemental services giving priority to low achieving students from low income families.
- The Division of Standards Assessment and Accountability provided principals with lists of priority-ranked students. Principals recruited the parents of eligible students to apply for supplemental services.
- The Extended Learning Opportunities Department worked with additional state-approved supplemental service providers to ensure that parents received information about the services provided by these additional providers.
- A form was developed listing the available supplemental service providers that parents could choose from.
- A template contract was developed to ensure that all service providers offered services as required under NCLB, including assurances regarding employee background checks and fingerprinting and assurances that supplemental service providers will notify parents/guardians of student progress.

- Guidance has been provided to district-authorized charter schools regarding how to provide supplemental services under NCLB

The district is prepared to continue performing the activities listed above over the next five years in order to ensure ongoing compliance with the supplemental services requirements of NCLB.

Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with sections 1118 and 1119.

Coordination of Professional Development for Teachers and Principals.

All professional development activities under Title I and Title II programs are coordinated under the direction of the Division of Instruction and Curriculum. The division director meets regularly with the directors of each curriculum department to plan and coordinate professional development across the district. Both centralized and site-based professional development programs are provided, so that teachers and principals have a balance of direct instruction and job-embedded coaching and support. Professional development that supports all students is provided through Title II, and additional professional development for teachers of struggling students is provided through Title I. In addition, the Division of Instruction and Curriculum coordinates funds from private foundations to fill in any gaps left by state and federal funding.

Accountability for the implementation of the strategies and instructional materials that teachers and principals acquire in the course of professional development is the responsibility of the Division of School Supervision and Support. The Instructional Leaders (ILs) follow-up with principals and teachers by conducting instructional walk-through observations and interviews, analyzing teaching practice, and planning support strategies. Curriculum directors and other personnel (e.g., peer coach staff developers, literacy consultants, site subject administrators) also participate in instructional walk-throughs. The curriculum directors and school site personnel use information gained from the site visits along with feedback from the ILs to adjust ongoing professional development so that it meets the needs identified at school sites.

Coordination of Professional Development for Counselors

The role of high school counselors is being transformed to tie their work more closely to the academic achievement of students. All counselors participate in monthly professional development conferences throughout the school year conducted by the Counseling and Guidance department in collaboration with the curriculum departments and the Division of Standards Assessment and Accountability. Counselors learn about new curricula and instructional strategies in each core subject, the CAHSEE (California High School Exit Examination), and annual student performance data. The counselors use this information to make sure that students are in the courses that will prepare them to pass and meet college entrance requirements.

Middle level counselors work with eighth grade students and their parents to develop their four-year academic plan for high school. High school counselors oversee the tenth grade review of the four-year academic plan and make sure that students are on track to meet the expanded requirements for graduation. If students need additional help or more challenges, counselors guide students to the appropriate learning opportunities, intervention programs, and supports.

Coordination of Professional Development for Parents

Programs for parents are directly aligned with the district reforms to improve student achievement. Ninety-five percent (\$456,467 for 2003-04) of the one-percent Title I reserve for parent involvement is provided to individual schools through a per-student allocation. The district will provide coordination and technical assistance to Title I schools in planning and implementing effective parent involvement activities with the per-school parent involvement allocation.

In addition, the district reserves an additional amount (\$696,525 for 2003-04) for centrally funded programs designed to educate parents. Centrally-funded programs include Parent Congress, Parent University, and Family Fridays.

Parent Congress

The district holds a Parent Congress four times per year. Principals select parent delegates to represent their schools. The Parent Congress serves as an ongoing forum where parents learn about district reforms to improve student achievement, and the Superintendent and district staff can consult with a representative body of parents on the district's ongoing efforts. District managers attend each Parent Congress to answer questions and issues raised by parents such as new mathematics and science curricula, parent communications and outreach, or high school reform efforts.

Parent University

San Diego Parent University provides ongoing classes to help parents of Title 1-eligible students increase parenting skills, improve parent-child relationships, and become effective academic coaches and help increase the academic achievement of their children. Three Parent University sessions are held during the school year for approximately 200 families per session.

Family Fridays

The district's Focus Schools hold monthly Family Fridays where parents read with their children in the classrooms for 30 minutes. Then parents attend an assembly in the school auditorium where they learn a technique to support their children at home and receive books for their home libraries. Between 200-400 parents attend the Friday program each month at each Focus School.

Even Start

The Even Start Family Literacy Program helps parents learn literacy and parenting skills at the same time as their young children are learning basic skills. The Department of Childhood Development coordinates the activities of the Even Start Family Literacy program with the district reforms to improve student achievement. Parents attend parenting and life skills classes, adult and basic education, and English classes during the day or evening while their children are provided a full range of early childhood and child development services. The parents take field trips to places such as San Diego State University to learn more of college entrance and career opportunities. The parents also have access to tutors in reading and in English language learning as needed.

Coordination of Educational Services

In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.

SDUSD is coordinating and integrating across programs to address identified student learning needs. The sites with the neediest students (API 1 and 2) have a focused program of services provided; hence they are called Focus Schools. For example, all Focus Schools have a preschool program with teachers trained to support the district Literacy Framework and curricula; they have programs to help parents and children with Limited English Proficiency; they have additional teacher professional development time; and they have additional learning time for students.

At all schools student academic needs are assessed and addressed in a comprehensive way with standardized assessments and protocols for assignment to grade levels, courses, and intervention programs. Coordination has improved between the supports provided to struggling students through Title I and the supports provided to some of those same students through other programs, such as those for Special Education students, English Learners, immigrants, and homeless children. Curricula and intervention programs from pre-K through high school are centrally planned and organized (including early education programs, extended

learning programs, English learner programs, and special education programs), with appropriate training and materials provided consistently and efficiently across sites.

The directors and managers of Instruction and Curriculum, Student Services, Child Development Programs, and Special Education will meet regularly to report progress and continue their coordination efforts. They will:

- Report on the status of programs and create program improvements based on recommendations from colleagues.
- Identify areas where services can be more effectively or efficiently organized across their programs.
- Ensure the successful transition of students from one level of service or program to another.