

ADMINISTRATIVE CIRCULAR NO. 42
Office of the Deputy Superintendent

SAN DIEGO UNIFIED SCHOOL DISTRICT

- Date:** November 13, 2008
- To:** Principals, Vice Principals, Teachers, and Counselors of **Secondary Students**; Division and Department Heads; School Improvement Officers
- Subject:** SUPPORT FOR AT-RISK STUDENTS AT THE SECONDARY LEVEL (LEARNING CONTRACTS)
- Department and/or Persons Concerned:** Principals, Vice Principals, Teachers, Counselors at **Secondary Schools**
- Due Date:** **Complete required actions according to timeline in Attachment 1.**
- Reference:** Administrative Procedure 4760 (Promotion/Retention and Placement/Articulation, 6-8) and Administrative Procedure 4766 (Placement/Articulation 9-12); District Promotion/Retention Plan and Policy (F-7400) adopted by the Board of Education on May 27, 2008.
- Action Requested:** Ensure support for each at-risk secondary student by developing and implementing Learning Contracts. For the 2008-09 academic year, use the district-approved Learning Contracts attached to this circular.
- Attachments:**
1. At-Risk Identification, Intervention, Support Timeline for First Semester
 2. Literacy Performance Expectations, Grades 6-10
 3. Mathematics Performance Expectations, Grades 6-10
 4. Sample Learning Contracts for At-Risk Students in Grades 6-12
 - a. English version
 - b. Spanish version
 5. Directions for Accessing Electronic Learning Contracts on SISCS
 6. Parent Information Letter Regarding Learning Contract
 - a. English version
 - b. Spanish version

Brief Explanation:

The purpose of this circular is to outline the process and timeline for 1) identifying students who are at risk and 2) developing Learning Contracts as part of the ongoing support system for these students. The process and materials described in this circular have been updated to reflect new assessments, grade-level expectations, and the Response to Intervention (RTI) model, and are for use in the 2008-09 academic year. Please do not use Learning Contract forms from previous years, as these forms are outdated. Guidelines for 2009-10 will be developed during this academic year for implementation in Fall 2009.

Students experiencing difficulty in meeting grade-level standards in literacy and/or mathematics must be identified as at-risk within the first ten weeks of enrollment and site staff must develop Learning Contracts within four weeks following the end of the 9- or 12-week grading period (or within four weeks of identification for newly enrolled students). Once students have been identified as at-risk, parents/guardians must be notified and interventions should begin as soon as possible.

The Learning Contract documents each student's strengths and needs and delineates interventions to support improvement. Student progress must be monitored and reported to parents on an ongoing basis throughout the year. Administrative procedures 4760 and 4766 cover the promotion/retention and intervention processes for students in Grades 6-8 and 9-12, respectively. These procedures can be found on the district website at <http://prod031.sandi.net/procedures/pdf/pp4760.pdf> and <http://prod031.sandi.net/procedures/pdf/pp4766.pdf>.

Step 1: Using the literacy and/or mathematics performance expectations provided in Attachments 2 and 3, as well as teacher judgment, identify at-risk students within the first 10 weeks of enrollment.

- **Attachment 1** provides the At-Risk Identification, Intervention, Support Timeline.
- **Attachment 2** provides Literacy Performance Expectations for All Students: Grades 6-10.
- **Attachment 3** provides the Mathematics Performance Expectations for All Students: Grades 6-12.

Step 2: Generate a Learning Contract for each student in Grades 6-12 who is “below expectations” or “far below expectations” in literacy and/or mathematics, based on performance expectations specified in Attachments 2 and 3 and teacher judgment, and for each high school student who has not yet passed (or is at-risk of not passing) both sections of the California High School Exit Exam (CAHSEE) and/or is credit deficient.

The Learning Contract:

- Serves as an agreement among the school, parent/guardian, and student;
- Outlines the responsibilities of each stakeholder in the intervention process;
- Documents student academic performance;
- Delineates required interventions; and
- Makes the potential consequences clear to all stakeholders.

A Learning Contract must be developed within four weeks following the end of the first grading period (or within four weeks of identification for newly enrolled students). Ideally, the Learning Contract should be distributed and discussed at a parent/guardian conference, but it may be sent home for parent/guardian signature. All parents/guardians should be given the opportunity to request a conference to discuss the Learning Contract and complete the Academic Review Form AB1802.

- **Attachments 4a and 4b** provide Sample Learning Contracts for At-Risk Students in Grades 6-12, in English and Spanish.
- **Attachment 5** provides Directions for Accessing Electronic Learning Contracts in SISCS.*
- **Attachments 6a and 6b** provide Learning Contract Parent Information Letters, in English and Spanish

*The following fields will automatically be populated: school name, student name, student ID number, student grade level.

Learning Contract Parent Information Letters will soon be available in English, Spanish, Cambodian, Vietnamese, Lao, and Somali on the District's website, Curriculum and Instruction link at http://www.sandi.net/depts/dep_superintendent/instruction.html.

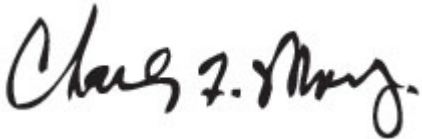
Step 3: Implement appropriate interventions and supports for each at-risk student, and communicate regularly with parents/guardians about the student's academic needs and progress.

It is crucial to inform parents and enlist their support during every point in the at-risk student identification and intervention process to ensure that all students are provided every opportunity to meet grade-level standards and be prepared for the next grade level. **A final report of progress must be given to parents/guardians in the spring, along with a decision regarding promotion/retention and placement for the following school year.**

In accordance with Board policy F-7400, students who are not making adequate progress towards meeting grade-level standards, after receiving appropriate instructional support and interventions, will be recommended for retention at designated grade 8. The decision to promote or retain shall be based on consistently applied expectations for student achievement.

JoAnne Wall
Executive Director (Interim)
Curriculum and Instruction Division

APPROVED:



Chuck Morris
Deputy Superintendent

Attachments (6)

**Secondary At Risk/Placement Timeline
Grades 6-12
2008-09 Academic Year**

Action Date	Action Taken	Responsible Party
	FIRST SEMESTER	
a. First four (4) weeks of student enrollment	Provide information to parent(s)/guardian(s) about district promotion/retention policy (e.g. Facts for Parents, School Handbook).	Principal
b. No later than the tenth week of enrollment	Formally identify students at risk based on assessment information and teacher judgment.	Principal/ Assigned Teacher(s)
	Notify parents/guardians of student at-risk status.	Principal
	Initiate placement of student in appropriate interventions available at school site.	Principal/ Collaboration Team Principal
c. Within four (4) weeks after 9- or 12- week grading period OR within four (4) weeks of identification for newly enrolled students	Complete Learning Contract. Only one Learning Contract should be completed per student. Convene general meeting for parents of at-risk students or send copy of Learning Contract to parent(s)/guardian(s) for signature. (Note: All parents/guardians should be offered the opportunity to request a conference.)	Principal
d. On-going	Implement student intervention strategies outlined in Learning Contract.	Principal
	Assess student progress on an on-going basis.	Teacher(s)/ Principal
	Communicate with parents(s)/guardians(s) concerning student progress and document communications.	Teacher(s)/ Principal
e. End of first semester	Notify parent(s)/guardian(s) of student progress through distribution of report cards.	Principal

LITERACY PERFORMANCE EXPECTATIONS FOR ALL STUDENTS GRADES 6-10

Identification of At-Risk Students: Fluent English and English Learners

Students are considered in need of additional support in literacy if they are not meeting grade-level expectations. A Learning Contract must be developed and implemented for each student who is performing Below or Far Below Expectations to outline 1) the supports and interventions that the student will receive and 2) the roles and responsibilities of each stakeholder in the learning process.

The charts below outline literacy performance expectations for all students on the Gates-MacGinitie Reading Test (GMRT). Additional indicators of achievement (e.g., performance on in-class assignments and tests/quizzes, teacher judgment) may be used to determine students' at-risk status.

Gates-MacGinitie Reading Test (GMRT)

Grade Level	Time of Year	Grade Level Expectation	Close to, At or Above Grade Level Expectations	Below Expectations	Far Below Expectations
6	Beginning of Year	6.0	5.0 and above	3.1-4.9	3.0 and below
7	Beginning of Year	7.0	6.0 and above	4.1-5.9	4.0 and below
8	Beginning of Year	8.0	7.0 and above	5.1-6.9	5.0 and below
9	Beginning of Year	9.0	8.0 and above	6.1-7.9	6.0 and below
10	Beginning of Year	10.0	9.0 and above	7.1-8.9	7.0 and below

Additional Considerations for English Learners

In most cases, English Learners are considered at risk of not meeting grade-level standards in English literacy until they are reclassified as Fluent English Proficient (FEP).

- English Learners, in any instructional program, reading Above/At/Close to Expectations based on the English literacy performance expectations in the charts on the previous page should be considered for reclassification and should continue to receive appropriate grade-level instruction as the reclassification criteria are met. A Learning Contract is not required.
- English Learners, in any instructional program, reading Below or Far Below Expectations are at risk of not meeting grade-level expectations in English Language Arts. A Learning Contract must be developed for them. Include additional information such as timely progress in developing English and identifying relevant supports and interventions. The chart below may be used to identify whether students are making timely progress in developing English language proficiency. For students performing at the expected level of proficiency, supports should focus on continued development of literacy and enriched English language skills. For students performing Below or Far Below Expectations, additional supports should focus on accelerating literacy through English language development.
- For English Learners in Alternative Bilingual (Biliteracy) programs, follow the guidelines below for determining the need for a Learning Contract. In addition, consider the student's reading level and skills in Spanish in order to pinpoint specific literacy strengths and needs and develop subsequent supports and interventions.

Performance Expectations for English Language Development

Initial OPL ¹ or Year 1 Enrolled ²	Year 2 Enrolled			Year 3 Enrolled			Year 4 Enrolled			Year 5 Enrolled			Year 6+ Enrolled		
	eOPL ³	Below	Far Below	eOPL ³	Below	Far Below	eOPL ³	Below	Far Below	eOPL ³	Below	Far Below	eOPL ³	Below	Far Below
B	EI	B	—	I	EI	B	EA	I	EI or below	A	EA	I or below	RFEP	A	EA or below
EI	I	EI	B or below	EA	I	EI or below	A	EA	I or below	RFEP	A	EA or below	RFEP	—	A or below
I	EA	I	EI or below	A	EA	I or below	RFEP	A	EA or below	RFEP	—	A or below	RFEP	—	A or below
EA	A	EA	I or below	RFEP	A	EA or below	RFEP	—	A or below	RFEP	—	A or below	RFEP	—	A or below
A	RFEP	A	EA or below	RFEP	—	A or below	RFEP	—	A or below	RFEP	—	A or below	RFEP	—	A or below

¹ OPL: B = Beginning; EI = Early Intermediate; I = Intermediate; EA = Early Advanced; A = Advanced; RFEP = Reclassified Fluent English Proficient

² For students not initially assessed with CELDT, expectations are based on years enrolled.

³ eOPL = Expected OPL

MATHEMATICS PERFORMANCE EXPECTATIONS FOR ALL STUDENTS GRADES 6-10

Identification of At-Risk Students:

Students are considered in need of additional support in mathematics if they are not meeting grade-level or course level expectations in mathematics. A Learning Contract must be developed and implemented for each student who is Below and Far Below Expectations to outline

1. Supports and interventions
2. The roles and responsibilities of each stakeholder in the learning process.

Teachers should consider the following indicators when identifying students as at-risk:

- 2008 CST Mathematics performance level
- CAHSEE and/or PCAHSEE data
- 2008 End-of-Year Test/End-of-Course Exam data
- Benchmark Assessment #1 data
- Classroom test and quiz data
- Current grade in class
- Teacher observation of student performance

**San Diego Unified School District
Secondary Learning Contract: 2008-09**

School _____

Student Name _____ ID No. _____ Grade Level ____ Class of _____

Collaboration Team _____

At Risk Status Based on the Information Below (Attach DataDirector Student Profile and Progress Report):

____ CST ____ CAHSEE ____ PCHASEE ____ Gates-MacGinitie ____ CELDT ____ Grades ____ eOPL

____ Credits ____ Benchmarks Assessments (Specify): _____

____ Behavior Record ____ Attendance Record ____ Academic Review (AB 1802-At Risk Grades 7-12, Attached)

Initial Academic Recommendations:

Initial Behavior Recommendations:

Tier 1 Intervention(s)	Dates	Results	Next Steps <input type="checkbox"/> Discontinue Intervention–Goals achieved <input type="checkbox"/> Continue Intervention–Making progress. Continue to monitor. <input type="checkbox"/> Modify Interventions
	Dates	Results	Next Steps <input type="checkbox"/> Discontinue Intervention–Goals achieved <input type="checkbox"/> Continue Intervention–Making progress. Continue to monitor. <input type="checkbox"/> Modify Interventions
Tier 2 Intervention(s)	Dates	Results	Next Steps <input type="checkbox"/> Discontinue Intervention–Goals achieved <input type="checkbox"/> Continue Intervention–Making progress. Continue to monitor. <input type="checkbox"/> Modify Interventions
	Dates	Results	Next Steps <input type="checkbox"/> Discontinue Intervention–Goals achieved <input type="checkbox"/> Continue Intervention–Making progress. Continue to monitor. <input type="checkbox"/> Modify Interventions
Tier 3 Intervention(s)	Dates	Results	Next Steps <input type="checkbox"/> Discontinue Intervention–Goals achieved <input type="checkbox"/> Continue Intervention–Making progress. Continue to monitor. <input type="checkbox"/> Modify Interventions
	Dates	Results	Next Steps <input type="checkbox"/> Discontinue Intervention–Goals achieved <input type="checkbox"/> Continue Intervention–Making progress. Continue to monitor. <input type="checkbox"/> Modify Interventions

Required Meeting to discuss Intervention Plan (At Risk Meeting by Week 12):

Parent Signature: _____ Date: _____

Student Signature: _____ Date: _____

Administrator Signature: _____ Date: _____

**Distrito Escolar Unificado de San Diego
Contrato de Aprendizaje de Grados Superiores: 2008-09**

Escuela _____

Nombre del/de la Alumno(a) _____ # de Iden. _____ Grado ____ Año de Grad. _____

Equipo Colaborativo _____

Asignado(a) en Riesgo con Base en la Siguiente Información (Incluir el Perfil Estudiantil DataDirector y la Boleta):

____ CST ____ CAHSEE ____ PCHASEE ____ Gates-MacGinitie ____ CELDT ____ Calificaciones ____ eOPL

____ Créditos ____ Evaluaciones de Punto de Referencia (Especifique): _____

____ Expediente de Conducta ____ Expediente de Asistencia ____ Análisis Académico (AB 1802-Grados en Riesgo 7-12, Incluido)

Recomendaciones Académicas Iniciales:			
Recomendaciones Iniciales de Conducta:			
Intervención(es) del Nivel 1	Fechas	Resultados	Siguientes Pasos <input type="checkbox"/> Discontinuar Intervención-Metas logradas <input type="checkbox"/> Continuar Intervención-Progresando. Continuar monitoreando. <input type="checkbox"/> Modifiquen las Intervenciones
	Fechas	Resultados	Siguientes Pasos <input type="checkbox"/> Discontinuar Intervención-Metas logradas <input type="checkbox"/> Continuar Intervención-Progresando. Continuar monitoreando. <input type="checkbox"/> Modifiquen las Intervenciones
Intervención(es) del Nivel 2	Fechas	Resultados	Siguientes Pasos <input type="checkbox"/> Discontinuar Intervención-Metas logradas <input type="checkbox"/> Continuar Intervención-Progresando. Continuar monitoreando. <input type="checkbox"/> Modifiquen las Intervenciones
	Fechas	Resultados	Siguientes Pasos <input type="checkbox"/> Discontinuar Intervención-Metas logradas <input type="checkbox"/> Continuar Intervención-Progresando. Continuar monitoreando. <input type="checkbox"/> Modifiquen las Intervenciones
Intervención(es) del Nivel 3	Fechas	Resultados	Siguientes Pasos <input type="checkbox"/> Discontinuar Intervención-Metas logradas <input type="checkbox"/> Continuar Intervención-Progresando. Continuar monitoreando. <input type="checkbox"/> Modifiquen las Intervenciones
	Fechas	Resultados	Siguientes Pasos <input type="checkbox"/> Discontinuar Intervención-Metas logradas <input type="checkbox"/> Continuar Intervención-Progresando. Continuar monitoreando. <input type="checkbox"/> Modifiquen las Intervenciones

Reunión Obligatoria para discutir el Plan de Intervención (Reunión de Riesgo antes de la Semana 12):

Firma del/de la Padre/Madre: _____ Fecha: _____

Firma del/de la Alumno(a): _____ Fecha: _____

Firma del/de la Administrador(a): _____ Fecha: _____

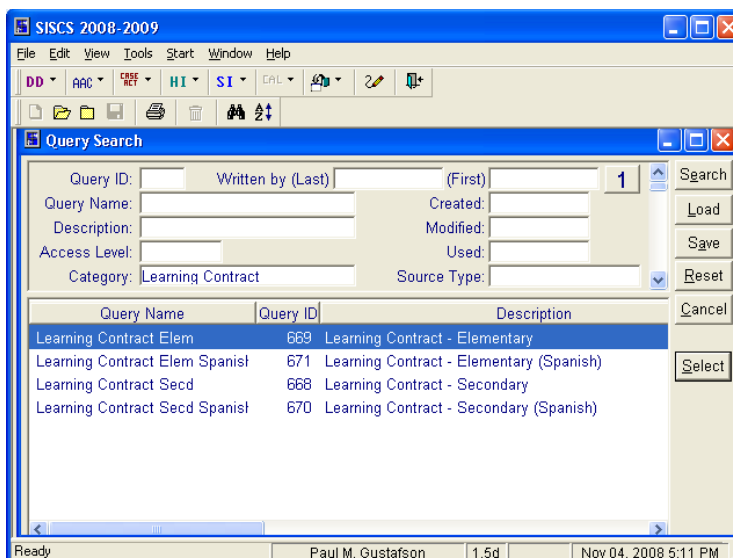
Accessing Electronic Learning Contracts on SISCS

How to Access Learning Contracts Electronically

1. Log on to the District's SISCS menu.
2. Select "Reports".
3. Select "Query".
4. In the window that opens, select "Category," and a drop-down menu will appear with a list of available queries. Select "Learning Contract," then press "Search."

5. All the options available for Learning Contract forms will appear in the main text box.

- * Elementary
- * Elementary (Spanish)
- * Secondary
- * Secondary (Spanish)



6. Choose the desired Learning Contract query by double clicking on it or highlighting it, then press the "Select" button. A new screen will appear; press "Execute."
7. A new window will open with prompts for entering the Student ID or grade level; and the school number. Learning Contracts may be printed by entering an individual student ID or grade level.

8. After entering the data, press "OK." The next screen will show the selected student's customized Learning Contract with his/her name, ID number, and grade level included.

9. To print the Learning Contract, go to the File menu in the toolbar and select "Print."

Additional Learning Contract Support Materials

Directions for teachers to complete the Learning Contract and an information letter for parents/guardians (in English and in Spanish) are available from the Curriculum and Instruction Division website at http://www.sandi.net/depts/dep_superintendent/instruction.html.

Further Information

Guidelines for accessing and using the Student Information System Client/Server (SISCS) can be found at <http://studata.sandi.net/research/siscs/index.asp>.



Information for the Parent or Guardian:

Each school in the district is working with children, parents, and guardians to help students succeed academically and meet state standards. These standards are what we expect students to know and be able to do at each grade level. San Diego Unified School District is committed to providing all children with the instructional supports they need to be able to perform at grade level and successfully meet high school graduation requirements.

A Learning Contract is developed for each at-risk student who is experiencing difficulty in meeting state standards in reading and/or mathematics according to district and state assessments. The Learning Contract recommends supports and interventions that the school will provide to help your student succeed and be promoted to the next grade. A student who does not meet grade-level standards during this school year may have to repeat the current grade level. In addition, a student may not pass the California High School Exit Exam and, therefore, not receive a diploma from a California public high school.

Family involvement plays a critical role in students’ success at school. For students to improve their academic performance, it is essential that their schools and families work together to provide encouragement and support. Learning Contracts are designed to help students, their families, and schools become effective partners so all students can achieve at higher levels. If you would like to learn more about how you can help your student succeed in school, please contact his/her school. We also invite you to visit the district’s website with information for parents at <http://www.sandi.net/indices/parents.htm>.

The Learning Contract lists the test results used to evaluate your student’s academic performance as well as academic interventions and supports your student will receive this year. The DataDirector Student Profile and the Learning Contract provide a range of assessment data, which are explained in the charts below.

EXPLANATION OF SCORES

Assessment	What the Score Means...
Gates-MacGinitie Reading Test (GMRT)	Shows the grade level at which your student was reading independently at the time of testing.
CA Standards Test (CST): English Language Arts, Mathematics	Shows the Scale Scores and performance levels for English Language Arts (ELA) and Mathematics, as well as how well your student did on each strand in ELA and Mathematics..
CA High School Exit Exam (CAHSEE): Literacy, Mathematics	Shows whether your student has passed (P) or has not passed (NP) each section of the CAHSEE.
Practice CA High School Exit Exam (PCAHSEE): Literacy and Mathematics	Shows how well your students did on the PCAHSEE in Grade 9 and provides information about areas of strength and weakness
CA English Language Development Test (CELDT, English Learners)	Shows the Overall English Language Proficiency Level (OPL) for your student at the time of testing (Beginning, Early Intermediate, Intermediate, Early Advanced, or Advanced).
Expected Overall English Language Proficiency Level (eOPL)	Shows the Overall English Language Proficiency Level expected for your child, based on the length of time he/she has been enrolled in school.
District Benchmark Assessments: Literacy and Mathematics	Shows how well your student did on end-of-unit assessments in Literacy and Mathematics.
Credits	Shows whether your student is “on-track” to graduate on time.



Información para Padres o Tutores:

Cada escuela en el distrito está trabajando con niños, padres, y tutores para ayudar a los alumnos a triunfar académicamente y cubrir los criterios estatales. Estos criterios son lo que esperamos que sepan y puedan hacer los alumnos en cada grado. El Distrito Escolar Unificado de San Diego está comprometido a proporcionarles a todos los niños los apoyos de enseñanza que necesitan para desempeñarse al nivel de su grado y cumplir los requisitos para graduarse de la preparatoria.

Se crea un Contrato de Aprendizaje para cada alumno en riesgo a quien se le dificulta cubrir los criterios estatales de lectura y/o matemáticas de acuerdo a las evaluaciones del distrito y estatales. El Contrato de Aprendizaje recomienda apoyos e intervenciones que proporcionará el/la maestro(a) y la escuela para ayudar al/a la alumno(a) a tener éxito y ser promovido(a) al siguiente grado. Es posible que el alumno que no cubra los criterios de su grado durante el año escolar repita su grado actual. Aparte, es posible que el alumno no pase el Examen de Egreso de Preparatorias de California y, por lo tanto, no reciba un diploma de una preparatoria pública de California.

La participación de la familia tiene un papel crítico en el éxito escolar de los niños. Para que los alumnos mejoren su desempeño académico, es esencial que sus escuelas y familias trabajen unidas para proporcionar apoyo. Los Contratos de Aprendizaje están diseñados para ayudar a los alumnos, familias, y para que las escuelas sean aliados eficaces para que todos los alumnos se desempeñen mejor. Si quiere informarse sobre cómo puede ayudarle a su hijo(a) a triunfar en la escuela, por favor comuníquese con la escuela de su hijo(a). También los invitamos a visitar el sitio de Internet del distrito donde encontrarán información para padres en <http://www.sandi.net/indices/parents.htm>.

El Contrato de Aprendizaje indica los resultados de las evaluaciones utilizadas para evaluar el desempeño académico de su hijo(a) y también menciona intervenciones y apoyos académicos que su hijo(a) recibirá durante el año. El Perfil Estudiantil DataDirector y el Contrato de Aprendizaje proporcionan una variedad de información evaluativa, que es explicada en la siguiente gráfica.

EXPLICACIÓN DE RESULTADOS

Evaluación	Lo Que Significa el Resultado...
Evaluación de Lectura Gates-MacGinitie (GMRT)	Indica el nivel del grado en el que estaba leyendo independientemente su hijo(a) al momento de ser evaluado(a).
Evaluación de Criterios de CA (CST): Disciplinas Lingüísticas de Inglés, Matemáticas	Indica los Resultados en la Escala y niveles de desempeño en Disciplinas Lingüísticas de Inglés (ELA) y Matemáticas, y los resultados de su hijo(a) en cada área de ELA y Matemáticas.
Examen de Egreso de Preparatorias de California (CAHSEE): Lectoescritura, Matemáticas	Indica si su hijo(a) pasó (P) o no pasó (NP) cada sección del CAHSEE
Examen de Práctica de Egreso de Preparatorias de California (PCAHSEE): Lectoescritura y Matemáticas	Indica los resultados de su hijo(a) en el PCAHSEE en el Grado 9 y proporciona información sobre sus áreas fuertes y débiles.
Prueba de California de Desarrollo del Idioma Inglés (CELDT, Alumnos en Vías de Aprender Inglés)	Indica el Nivel General de Dominio del Idioma Inglés (OPL) de su hijo(a) al momento de ser evaluado(a) (Principiante, Intermedio Principiante, Intermedio, Avanzado Principiante, o Avanzado).
Nivel General de Dominio del Idioma Inglés Esperado (eOPL)	Indica el Nivel General de Dominio del Idioma Inglés que se espera de su hijo(a), con base en el tiempo que el o ella ha estado inscrito(a) en la escuela.
Evaluaciones de Punto de Referencia del Distrito: Lectoescritura y Matemáticas	Indica los resultados de su hijo(a) en las evaluaciones de fin de unidad en Lectoescritura y Matemáticas.
Créditos	Indica si su hijo(a) está "encaminado(a)" para graduarse a tiempo.