

SAN DIEGO UNIFIED SCHOOL DISTRICT

- Date:** November 13, 2018
- To:** Principals, Vice Principals, Teachers, and Counselors of **Middle Level and High School Students**; Division and Department Heads; Area Superintendents
- Subject:** SUPPORT FOR AT-RISK STUDENTS AT MIDDLE AND HIGH SCHOOLS (Intervention Plans)
- Department and/or Persons Concerned:** Principals, Vice Principals, Teachers, Counselors at **Middle Level and High Schools**
- Due Date:** **Complete required actions according to timeline in Attachment 1, which are based on California Education Code 48070.**
- Reference:** Administrative Procedure 4760 (Promotion/Retention and Placement/Articulation, 6-8) and Administrative Procedure 4766 (Placement/Articulation 9-12)
- **Note:** Admin Procedure 4760 and 4766 will be revised for the 2019-20 school year.
- Action Requested:** Ensure support for each at-risk secondary student by developing and implementing intervention plans. For the 2018-19 academic year, use the district-approved intervention plans.
- Attachments:**
1. At-Risk Identification, Intervention, Support Timeline for First Semester
 2. Literacy Performance Expectations, Grades 6-10
 3. Mathematics Performance Expectations, Grades 6-12
 4. Secondary Learning Contract 2018-19

Brief Explanation:

The purpose of this circular is to outline the process and timeline for 1) identifying students who are at-risk of not meeting grade-level expectations and are in need of additional support, 2) developing intervention plans as part of the ongoing support system for these students, and 3) notification of parents.

Per California Education Code §48070, 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 intervention plans 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 and progress monitoring should begin as soon as possible.

The “Secondary Learning Contract” and supporting documents outline the student's needs and specifies evidence-based interventions to support improvement. Student learning must be monitored for progress and communicated to parents on an ongoing basis throughout the year. Administrative Procedures 4760 and 4766 outline the promotion/retention and intervention processes for students in Grades 6-8 and 9-12, respectively. **Note:** Admin Procedure 4760 and 4766 will be revised for the 2019-20 school year

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

- **Attachment 1** provides the At-Risk Identification, Intervention, and 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 an intervention plan for each student in Grades 6-12 who is performing at a “Standards Not Met” in literacy and/or mathematics, based on performance expectations specified in Attachments 2 and 3 and objective teacher evaluation, and/or for each high school student who is credit deficient.

The Intervention Plan:

- serves as an agreement among the school, parent/guardian, and student;
- outlines which interventions will be provided;
- documents student academic progress;
- defines required intervention goals; and
- clarifies the potential consequences to all stakeholders.

An Intervention Plan 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 Intervention Plan should be distributed and discussed at a parent/guardian conference/ meeting, 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 intervention plan.

- **Attachment 4** provides a single page Secondary Learning Contract for 2018-19.

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

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

Please direct questions to Genevieve Clark via email, gclark@sandi.net or phone, 619-725-7117.

Genevieve Clark
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APPROVED:



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Executive Director, Office of School Innovation and Integrated Youth Services
Attachments (4)