

**ADMINISTRATIVE CIRCULAR NO. 29**

Office of Leadership and Learning

**SAN DIEGO UNIFIED SCHOOL DISTRICT**

- Date:** October 17, 2014
- To:** Principals, Vice Principals, Teachers, and Counselors of **Secondary Students**; Division and Department Heads; Area Superintendents
- Subject:** SUPPORT FOR AT-RISK STUDENTS AT THE SECONDARY LEVEL (Intervention Plans)
- Department and/or Persons Concerned:** Principals, Vice Principals, Teachers, Counselors at **Secondary 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)
- Action Requested:** Ensure support for each at-risk secondary student by developing and implementing Intervention Plans. For the 2014-15 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 2014-15

**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.**

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). This is based on California Education Code 48070. 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 Intervention Plan documents each student's needs and delineates evidence-based interventions to support improvement. Student learning must be progress monitored and communicated 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.

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

- **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 “below expectations” or “far below expectations” in literacy and/or mathematics, based on performance expectations specified in Attachments 2 and 3 and objective teacher evaluation, 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 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
- makes the potential consequences clear 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 and complete the Academic Review Form AB1802.

- **Attachment 4** provides a single page Secondary Learning Contract for 2014-15.

**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 during 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 and be prepared for the next grade level. **A final report of progress toward Intervention Plan goals must be given to parents/guardians in the spring, along with a decision regarding promotion/retention and placement for the following school year.**

Please direct questions to Linda Trousdale via email [ltrousdale1@sandi.net](mailto:ltrousdale1@sandi.net) or by phone 619-725-7342.

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Program Manager  
Office of Leadership and Learning

APPROVED:



Jim Solo  
Executive Director, Office of Leadership and Learning



**Secondary At Risk Identification and Intervention Timeline  
Grades 6-12  
2014-15 Academic Year**

Attachment 1

| Action Date  | Action Taken   | Responsible Party                 |
|--|--|-----------------------------------|
| <b>FIRST SEMESTER</b>  |  |                                   |
| 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 generated objective progress monitoring data. Based on California Education Code 48070.   | Principal/<br>Assigned Teacher(s) |
|  | Notify parents/guardians of student at-risk status.  | Principal                         |
|  | Initiate appropriate interventions based on student identified need.   | Principal/<br>Collaboration Team  |
| c. Within four (4) weeks after 9- or 12- week grading period <b>OR</b> within four (4) weeks of identification for newly enrolled students | Complete Intervention Plan. Convene a meeting for parents of at-risk students or send copy of the Intervention Plan 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 interventions outlined in the Intervention Plan /Secondary Learning Contract 2014-15.  | Principal                         |
|  | Assess student and maintain progress monitoring data.  | Teacher(s)/<br>Principal          |
|  | Communicate with parents(s)/guardians(s) concerning student progress and document communications.  | Teacher(s)/<br>Principal          |
| e. End of first semester   | Notify parent(s)/guardian(s) of student progress through distribution of report cards.   | Principal                         |
|  | Conduct Meetings/ Conferences with parent(s)/ guardian(s) to discuss student learning as evidenced by progress monitoring data.  | Teacher(s)                        |

## 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. An Intervention Plan must be developed and implemented for each student who is performing Below or Far Below Expectations to define:

1. The intervention recommendations
2. Which interventions the student will receive
3. When progress monitoring will take place
4. The roles and responsibilities of each stakeholder in the learning process.

During this transition year to the Common Core State Standards, teachers may continue to determine whether students are in need of additional support by analyzing the subtests of the English Language Arts portion of the SBAC. Additional indicators of achievement should also be used, including performance on in-class assignments, on demand writing assessments, benchmark assessments, diagnostic tests, classroom assessments, exit slips, writing samples, etc. The CAHSEE may also be analyzed.

### Measures of Academic Progress (MAP)

| Grade Level | Time of Year      | Grade Level Expectation (RIT) | Close to, At or Above Grade Level Expectations | Below Expectations | Far Below Expectations |
|-------------|-------------------|-------------------------------|--|--------------------|------------------------|
| 6           | Beginning of Year | 211.6                         | 206.7+   | 200.1-206.6        | Less than 200.1        |
| 7           | Beginning of Year | 215.4                         | 211.6 +  | 206.7-211.5        | Less than 206.7        |
| 8           | Beginning of Year | 219.0                         | 215.4 +  | 211.6-215.3        | Less than 211.6        |
| 9           | Beginning of Year | 220.9                         | 219.0 +  | 215.4-218.9        | Less than 215.4        |
| 10          | Beginning of Year | 223.9                         | 220.9 +  | 219.0-220.8        | Less than 219.0        |

### 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 above should be considered for reclassification and should continue to receive appropriate grade-level instruction as the reclassification criteria are met. An Intervention Plan 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. An Intervention Plan must be developed for them. Include additional information such as timely progress in developing English and identify relevant supports and interventions. **The following chart 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 in need of an Intervention Plan, also 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.
- Progress in English Language Development (ELD) is a key consideration in determining adequate gains and eligibility for retention.

- ELs with fewer than three years of English instruction generally should **not** be retained as they have not had adequate time to develop English. They may be recommended for retention if:

1. They are also not making adequate yearly progress in English Language Development (i.e., Far Below Performance Expectations for ELD), **and**
2. Staff and parents jointly decide that it is in the best interest of the child.

**English Learner Performance Expectations for English Language Development (ELD)**

| Initial OPL <sup>1</sup> or Year 1 Enrolled <sup>2</sup> | Year 2 Enrolled   |       |             | Year 3 Enrolled   |       |             | Year 4 Enrolled   |       |             | Year 5 Enrolled   |       |             | Year 6+ Enrolled  |       |             |
|--|-------------------|-------|-------------|-------------------|-------|-------------|-------------------|-------|-------------|-------------------|-------|-------------|-------------------|-------|-------------|
|  | eOPL <sup>3</sup> | Below | Far Below   | eOPL <sup>3</sup> | Below | Far Below   | eOPL <sup>3</sup> | Below | Far Below   | eOPL <sup>3</sup> | Below | Far Below   | eOPL <sup>3</sup> | 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  |

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

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

<sup>3</sup> 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. An Intervention Plan must be developed and implemented for each student who is Below and Far Below Expectations to define:

1. Intervention recommendations
2. Which interventions the student will receive
3. When progress monitoring will take place
4. The roles and responsibilities of each stakeholder in the learning process.

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

- 2015 SBAC Mathematics performance level
- CAHSEE and/or PCAHSEE data
- 2015 End-of-Year Test/End-of-Course Exam data
- Measures of Academic Progress (MAP) (expectations shown below)
- Classroom test and quiz data, Math Journals/Notebooks, Exit Slips, Quick Writes, Projects
- Current grade in class
- Teacher observation of student performance

### Measures of Academic Progress (MAP)

| Grade Level | Time of Year      | Grade Level Expectation (RIT) | Close to, At or Above Grade Level Expectations | Below Expectations | Far Below Expectations |
|-------------|-------------------|-------------------------------|--|--------------------|------------------------|
| <b>6</b>    | Beginning of Year | 218.3                         | 211.7+   | 203.0-211.6        | Less than 203.0        |
| <b>7</b>    | Beginning of Year | 224.1                         | 218.3 +  | 211.7-218.2        | Less than 211.7        |
| <b>8</b>    | Beginning of Year | 229.3                         | 224.1 +  | 218.3-224.0        | Less than 218.3        |
| <b>9</b>    | Beginning of Year | 231.6                         | 229.3 +  | 224.1-229.2        | Less than 224.1        |
| <b>10</b>   | Beginning of Year | 235.2                         | 231.6 +  | 229.3-231.5        | Less than 229.3        |



San Diego Unified School District  
**Secondary Learning Contract: 2014-15**

School \_\_\_\_\_

Student Name \_\_\_\_\_ ID No. \_\_\_\_\_ Grade Level \_\_\_\_\_ Class of \_\_\_\_\_

Collaboration Team \_\_\_\_\_

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

\_\_\_ SBAC \_\_\_ CAHSEE \_\_\_ CELDT \_\_\_ Grades \_\_\_ eOPL

\_\_\_ Credits \_\_\_ Assessments (Specify): \_\_\_\_\_

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

|  |              |                |  |
|--|--------------|----------------|--|
| <b>Initial Academic Recommendations:</b> |              |                |  |
| <b>Initial Behavior Recommendations:</b> |              |                |  |
| <b>Tier 1 Intervention(s)</b>            | <b>Dates</b> | <b>Results</b> | <b>Next Steps</b><br>___ Discontinue Intervention–Goals achieved<br>___ Continue Intervention–Making progress.<br>Continue to monitor.<br>___ Modify Interventions |
|  | <b>Dates</b> | <b>Results</b> | <b>Next Steps</b><br>___ Discontinue Intervention–Goals achieved<br>___ Continue Intervention–Making progress.<br>Continue to monitor.<br>___ Modify Interventions |
| <b>Tier 2 Intervention(s)</b>            | <b>Dates</b> | <b>Results</b> | <b>Next Steps</b><br>___ Discontinue Intervention–Goals achieved<br>___ Continue Intervention–Making progress.<br>Continue to monitor.<br>___ Modify Interventions |
|  | <b>Dates</b> | <b>Results</b> | <b>Next Steps</b><br>Discontinue Intervention–Goals achieved<br>___ Continue Intervention–Making progress.<br>Continue to monitor.<br>___ Modify Interventions     |
| <b>Tier 3 Intervention(s)</b>            | <b>Dates</b> | <b>Results</b> | <b>Next Steps</b><br>___ Discontinue Intervention–Goals achieved<br>___ Continue Intervention–Making progress.<br>Continue to monitor.<br>___ Modify Interventions |
|  | <b>Dates</b> | <b>Results</b> | <b>Next Steps</b><br>___ Discontinue Intervention–Goals achieved<br>___ Continue Intervention–Making progress.<br>Continue to monitor.<br>___ 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: 2014-15**

Escuela \_\_\_\_\_

Nombre del/de la Alumno(a) \_\_\_\_\_ # de Iden. \_\_\_\_\_ Grado \_\_\_\_\_ Año de Grad. \_\_\_\_\_

Equipo Colaborativo \_\_\_\_\_

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

\_\_\_\_ SBAC \_\_\_\_ CAHSEE \_\_\_\_ CELDT \_\_\_\_ Calificaciones \_\_\_\_\_ eOPL

\_\_\_\_ Créditos \_\_\_\_ Evaluaciones (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 | <b>Siguietes Pasos</b><br><input type="checkbox"/> Discontinuar Intervención-Metas logradas<br><input type="checkbox"/> Continuar Intervención-Progresando.<br><input type="checkbox"/> Continuar monitoreando.<br><input type="checkbox"/> Modifiquen las Intervenciones |
|  | Fechas | Resultados | <b>Siguietes Pasos</b><br><input type="checkbox"/> Discontinuar Intervención-Metas logradas<br><input type="checkbox"/> Continuar Intervención-Progresando.<br><input type="checkbox"/> Continuar monitoreando.<br><input type="checkbox"/> Modifiquen las Intervenciones |
| Intervención(es) del Nivel 2           | Fechas | Resultados | <b>Siguietes Pasos</b><br><input type="checkbox"/> Discontinuar Intervención-Metas logradas<br><input type="checkbox"/> Continuar Intervención-Progresando.<br><input type="checkbox"/> Continuar monitoreando.<br><input type="checkbox"/> Modifiquen las Intervenciones |
|  | Fechas | Resultados | <b>Siguietes Pasos</b><br><input type="checkbox"/> Discontinuar Intervención-Metas logradas<br><input type="checkbox"/> Continuar Intervención-Progresando.<br><input type="checkbox"/> Continuar monitoreando.<br><input type="checkbox"/> Modifiquen las Intervenciones |
| Intervención(es) del Nivel 3           | Fechas | Resultados | <b>Siguietes Pasos</b><br><input type="checkbox"/> Discontinuar Intervención-Metas logradas<br><input type="checkbox"/> Continuar Intervención-Progresando.<br><input type="checkbox"/> Continuar monitoreando.<br><input type="checkbox"/> Modifiquen las Intervenciones |
|  | Fechas | Resultados | <b>Siguietes Pasos</b><br><input type="checkbox"/> Discontinuar Intervención-Metas logradas<br><input type="checkbox"/> Continuar Intervención-Progresando.<br><input type="checkbox"/> Continuar monitoreando.<br><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 Alumno(a): \_\_\_\_\_ Fecha: \_\_\_\_\_