

ADMINISTRATIVE CIRCULAR NO. 24

Office of Leadership and Learning

SAN DIEGO UNIFIED SCHOOL DISTRICT

- Date:** September 23, 2019
- To:** Principals, Vice Principals, and Teachers of **Elementary Students**; Division and Department Heads; Area Superintendents
- Subject:** SUPPORT FOR AT-RISK STUDENTS AT THE ELEMENTARY LEVEL
(Intervention Plans)
- Department and/or Persons Concerned:** Principals, Vice Principals, and Teachers at Elementary Schools
- Due Date:** **Complete required actions according to timeline in Attachment 1, which are based on California Education Code 48070.**
- Reference:** Administrative Procedure BP5123: Promotion/Retention and Placement/Articulation, TK-5 (Elementary);
- Action Requested:** Ensure support for each at-risk elementary student by developing and implementing an Intervention Plan. For the 2019-20 academic year, use the district-approved Intervention Plans Elementary Learning Contract 2019-20 (Attachment 4).
- Attachments:**
1. At-Risk Identification, Intervention, Support Timeline for First Semester
 2. Literacy Performance Expectations, Grades TK-5
 3. Mathematics Performance Expectations, Grades TK-5
 4. Elementary Learning Contract 2019-20

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 an Intervention Plan 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 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 strengths and 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 Procedure BP5123 covers the promotion/retention and intervention processes for elementary students in Kindergarten through Grade 5.

Step 1: Using the literacy and/or mathematics performance expectations provided in Attachments 2 and 3,

as well as objective teacher evaluations; 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 TK-5.
- **Attachment 3** provides the Mathematics Performance Expectations for All Students: Grades TK-5.

Step 2: Generate an Intervention Plan for each student 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 evaluations.

The Intervention Plan:

- serves as an agreement among the school, parent/guardian, and student;
- outlines which intervention(s) will be provided for the student;
- documents student’s academic progress;
- delineates 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, but it may be sent home for parent/guardian signature. (Note: All parents/guardians **must be** given the opportunity to request a conference to discuss the Intervention Plan.)

- **Attachment 4** Elementary Learning Contract 2019-20

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.**

Please direct questions to Donna Marriott via email at dmarriott@sandi.net.

Donna Marriott
Program Manager, Teaching and Learning
Office of Leadership and Learning

APPROVED:



Jim Solo
Executive Director: Office of Leadership and Learning

Attachments (4)