

**BOARD OF EDUCATION  
SAN DIEGO UNIFIED SCHOOL DISTRICT**

BRANCH: DEPUTY SUPERINTENDENT

BOARD DATE: March 27, 2007

Agenda Section	B. - Instruction Report
Exhibits	1, 2 and 4 ( 3 )
Reason for Board Consideration	Action

**Office of School Choice**

**1. Deliberation and action on final offers in response to requests for allocation of facilities for charter school(s) under Proposition 39 (Education Code section 47614) for the 2007/08 school year**

The District received request(s) from the following 17 eligible charter schools to occupy District facilities for the 2007/08 school year: Albert Einstein Academy; Albert Einstein Academy Charter Middle School; Darnall E-Campus; Gompers Charter Middle School; Harriet Tubman Village Charter School; Keiller Leadership Academy; King/Chavez Academy of Excellence; King/Chavez Arts Academy; King/Chavez Athletics Academy; King/Chavez Primary Academy; King/Chavez Preparatory Academy; KIPP: Adelante Preparatory Academy; Memorial Academy of Learning and Technology; Momentum Middle School Charter; O'Farrell Community School Center for Academic Studies; Promise Charter School; San Diego Cooperative Charter School. Proposition 39 (Education Code section 47614) requires the District to offer reasonably equivalent facilities to charter schools that show that they are eligible to receive such facilities. Staff has analyzed each of the requests in conformity with the requirements of Education Code section 47614 and the implementing regulations and has developed recommendations for the final offers of facilities for eligible charter schools for the 2007-08 school year. Staff is submitting this report and its recommendations for board approval and requests the board adopt the report as its statement of reasons. [Exhibit] [Originator – Office of School Choice & Instructional Facilities Planning]

**2. Authorization to submit an application for funding from the California Department of Education under Senate Bill 1133, the Quality Education Investment Act (QEIA).**

Authorization to submit an application for funding from the California Department of Education under Senate Bill 1133, the Quality Education Investment Act (QEIA).  
[Exhibit][Originator – Office of the Deputy Superintendent]

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**Revised**

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**3. Authorization to submit a grant application to the New Ways to Work and the Commonwealth Corporation, under funding from the Bill & Melinda Gates Foundation, for the purpose of establishing a Diploma Plus model high school.**

Diploma Plus small high schools incorporate a supportive school culture, a performance-based approach, future focus, and effective supports in order to increase opportunities and decrease disparities for students who have dropped out of or are at risk of dropping out of high school, so that they have the ability to graduate college- and career-ready. Diploma Plus has grown from a 100-student pilot of a new school design model launched in 1996 to a proven program that now serves 2000 students annually at 14 program sites on the East Coast (in Massachusetts, New York City, Rhode Island and Connecticut). At least nine additional schools will open in the Northeast over the next few years. The Gates Foundation is currently funding the expansion of the Diploma Plus school design to California, with the support of the California Department of Education. The Gates Foundation is also conducting a comprehensive evaluation of the program through its New Schools Initiative.

The theme of the San Diego Diploma Plus school will be ~~maritime-related~~ ***centered on international business and commerce topics and careers*** (including international trade, transportation, tourism, engineering, oceanography, etc.). The target population for the Diploma Plus school includes young people in grades 9-12 who have had difficulty in traditional schools, are at risk of not completing high school (or have already dropped out), are 15-16 years old at entry into the program, and are at a minimum 6<sup>th</sup> grade reading level. The program is based on four essentials: a supportive school culture, performance-based approach, future focus, and effective supports. Students progress through three levels: (1) the foundation level, during which students build skills and content knowledge in core area of study (below the 8<sup>th</sup> grade level); (2) the presentation level, during which students continue to build skills and content knowledge in core areas of study, with college and career exploration a larger focus (for students with skills levels between 8<sup>th</sup> and 10<sup>th</sup> grade); and (3) the Plus phase, which includes continued knowledge and skills-building plus a strong focus on post-secondary transition. The program utilizes competency-based curriculum, instruction and assessment; promotion and graduation is performance-based. Students progress by demonstrating what they know; progress is individualized, so students move up when ready. Student portfolios are a crucial tool for documenting and demonstrating competency attainment.

Most of the costs of planning for the opening of the school will be covered under the grant. Most of the matching funds will come from the ADA generated by the student attendance when the school opens in September 2008. Therefore, budget impact to the District should be minimal. [Originator – Office of the Deputy Superintendent]

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**4. Authorization to Develop and Submit the Magnet Schools Assistance Program Grant Application**

The San Diego Unified School District is preparing a grant application for the Magnet Schools Assistance Program (MSAP). The U.S. Department of Education awards three-year MSAP grants of up to \$4,000,000 per year; average awards are approximately \$2,075,000 per year. Grants awarded in the 2007 competition will begin with the 2007-08 school year. Funding supports the development of the magnet theme, including staff development, supplies, equipment and personnel. The schools targeted for the 2007 Magnet School Assistance Program (MSAP) grant application were selected on the basis of four criteria: (1) they will mirror our magnet school goals and characteristics (attachment 2), such as diversity, narrowing the achievement gap, and an innovative, distinctive curriculum; (2) they complete the magnet K-12 continuity patterns identified in the District's Magnet School Plan (attachment 2); (3) they respond to community and family feedback obtained through a survey of parents conducted in November 2006 (attachment 1 presents the results of the survey); and (4) they meet some, or all, of the priority factors in school selection in the MSAP grant, including schools with high minority populations, high percent of free and reduced lunch population, low academic achievement or NCLB/PI qualified, or give priority to NCLB/PI enrolling students. The grant will support the development of four new magnet schools and the significant revision of two existing magnet school programs. [Exhibit] [Originator – Office of School Choice]