



TUSD PROMOTION & RETENTION

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These promotion and retention procedures were developed in order to comply with state requirements. It is the belief of the Tracy Unified School District that the decision to retain a student is a very important one and made only after a thorough review of the student's academic strengths and weaknesses and after all remediation efforts have failed.

At the end of each academic school year, every site is to send to Student Services the following:

- **A list of all students being retained (to include student ID, student name, grade, and date of parent conference)**
- **Copies of retention form for any kindergarten student being retained.**

KINDERGARTEN RETENTIONS:

The California Department of Education's (CDE) position on this issue is as follows: Kindergarten is the only grade for which the parent or guardian may delay a child's promotion to the next grade (for up to one additional year). For this to occur, a parent or guardian must sign a CDE approved form to verify that they agree to have their child continue in kindergarten beyond the first year. Additionally, there is a limit to how long a kindergarten student can be retained. Per the CDE and Education Code 48011, a child cannot continue in kindergarten for more than one year past the year he or she first attended kindergarten.

Parents also have the right to disagree with the school's assessment that a student should be retained in kindergarten. Per the CDE, a school district cannot retain a child in kindergarten without the written consent of a parent or guardian as well as a signature from a district representative. Additionally, parents are not required to sign the consent form if they do not agree that the child should repeat kindergarten. This means that if the parent does not sign the retention form, the district cannot legally retain the student in kindergarten beyond the initial year of attendance.

Retention of kindergarten students must be documented on a CDE approved form. The form must include the student's name, the signature of a district assigned representative (normally the principal), the student's anniversary date in kindergarten and a parent signature and date. **Schools are required to keep this signed form on file at each site as the auditors will review and perform testing on these forms during their site visits.**

GRADE 1 RETENTION

The education code is silent on Grade 1 retention. Schools should follow the process outlined below for Grade 2 retentions but recognize that the teacher does not have authority to mandate retention for grade 1.

GRADE 2-5 RETENTION

Teachers should follow this process in using these standards:

1. The information from the assessments completed at the end of the preceding year and those done at the beginning of the year should be used to determine whether or not a student is in need of level I (within the classroom) or II (outside the classroom) remediation/interventions.
2. Parents need to be informed of their child's status and what efforts are being made to address the student's needs. Teachers and site administrators should vet these efforts through the SST process.
3. As the remediation/intervention progresses, the parents need to be kept informed of the child's progress by the teacher and/or the site administrator.
4. By the end of the second trimester grading period or so, the teacher(s) should have adequate information regarding the student's status to indicate to the parents the likelihood of retention. Teachers and site administrators should vet these efforts through the SST process.

The following is to be completed **throughout the school year** in order to document parent contacts and interventions offered. A copy of the district Board Policy and Administrative Regs related to retention is to be provided to parents when they are informed that their student is at risk of retention.

Assessment and Remediation Notification and Plan

Date: _____

DIRECTIONS: Please complete one of these forms for each student who fails or is at risk of failing one or more promotional standards. Please attach a copy of the student's report card. Turn form into school principal.

Student Information: Name: _____ ID #: _____
(Last) (First)
 Current grade: _____ Teacher: _____ School: _____
 Birthdate: _____ / _____ / _____ Phone: _____ / _____
(Month) (Day) (Year) (Home) (Work)
 Parent Name: _____ Address: _____
 Ethnic Code: _____ Gender: _____ Special Program(s): (Please Circle) GATE RSP SDC ELD Title I Retained Before

Students must meet the promotional standards established by district policy for promotion to the next grade level. Your child is not making satisfactory progress towards promotional standards in the areas checked below.

Grade 2 to 3 and 3 to 4 Student is performing below promotional standards in *reading*: _____ / _____ / _____
Date(s)

Grades 4 to 5, 5 to 6 and 8 to 9 Student is performing below promotional standards in:

_____ reading _____ writing _____ spelling _____ math Date: _____
 _____ reading _____ writing _____ spelling _____ math Date: _____
 _____ reading _____ writing _____ spelling _____ math Date: _____

The following program is planned to assist your child in improving his/her classroom performance.

Please list interventions:

Reading/Language Arts Interventions	Math Interventions Grade 3, 5 & 8 Only
Level One _____	Level One _____
Level Two _____	Level Two _____

Parent Contacts:

Date(s): _____	Teacher's Signature: _____	Parent Signature: _____	Comments: _____
_____	_____	_____	_____
_____	_____	_____	_____

FINAL RECOMMENDATION
 (attach a copy of the completed TUSD Retention Worksheet)

Teacher Recommendation:	Parent's Signature and Comments:
___ Retention	_____ Date: _____
___ Promotion if attends and completes summer school	_____
___ Promotion with Interventions (list)	_____

Teacher Signature: _____	Date: _____

The standards indicated below are meant to be **end of the year** criteria.

READING: GRADES 2 TO 3 and 3 TO 4

Number of "1's" in the Reading Standards section of the Report Card	One half year below or above grade level in Reading Comprehension	.6 to 1.4 years below in Reading Comprehension	1.5 years or more below in Reading Comprehension
0-2	P	P	NP
3-4	P	NP	NP

NOTE: For those students considered for retention, the student's reading level would be validated using the Woodcock Reading Mastery Assessment or an equivalent individually administered normed test.

READING & LANGUAGE ARTS: GRADES 4 TO 5; 5 TO 6

READING

Number of "1's" in the Reading Standards section of the Report Card	No more than one year below grade level in Reading Comprehension	One year to 1.9 years below in Reading Comprehension	Two years or more below in Reading Comprehension
0-2	P	P	NP
3-4	P	NP	NP

NOTE: For those students considered for retention, the student's reading level would be validated using the Woodcock Reading Mastery Assessment or an equivalent individually administered normed test.

SPELLING

For **Grade 4 and 5**, if a student is receiving a score of "1" on the report card, then he/she would receive a **NP** in the Retention/Promotion matrix (Step 2).

WRITING

Number of "1's" in the Writing Standards section of the Report Card	Score of "3" or more on District Writing Sample	Score of "2" on the District Writing Sample	Score of "1.5" or below on the District Writing Sample
0-2	P	P	NP
3-4	P	NP	NP

Count the scores for the three writing samples that are scored by the teacher. For the district writing sample, average the Holistic and Conventions scores.

MATHEMATICS: GRADES 4 TO 5 & 5 TO 6

Subject Letter Grade**	Number of Standards Met on District Math Assessment			
	13 – 15	10 - 12	7 - 9	6 or less
A	P	P	P	NP
B	P	P	P	NP
C	P	P	P	NP
D	P	P	NP	NP
F	P	NP	NP	NP

****NOTE: Subject Letter Grade (Math)** is an average of the academic grades given at each of the first two trimesters (at grades 4-5)

3.5-4.0 = A
 2.5-3.4 = B
 1.5-2.4 = C
 .5-1.4 = D
 below .5 = F

OVERALL PROMOTION/RETENTION STANDARD FOR GRADES 4 to 5; and 5 to 6

Determine OVERALL Language Arts Promotion/Retention Standard.

STEP 1: List the student's three language art's scores:

Student Reading Score (P/NP): _____

Student Spelling Score (P/NP): _____

Student Writing Score (P/NP): _____

STEP 2: Refer to the chart below to determine the student's overall Language Arts score:

FINAL	READING	SPELLING	WRITING
P	P	P	P
P	P	P	NP
P	P	NP	P
P	NP	P	P
NP	P	NP	NP
NP	NP	NP	NP
NP	NP	P	NP
NP	NP	NP	P

STEP 3: The student's math score (P/NP): _____

STEP 4: Determine OVERALL Promotion/Retention standard:

FINAL	MATH	LANGUAGE ARTS
P	P	P
P	NP	P
P	P	NP
NP	NP	NP

ACCORDING TO THEIR ACADEMIC RECORD OF ACHIEVEMENT THE STUDENT:

_____ ***Should not be retained;** _____ **Should be retained**

*The classroom teacher(s) recommend that the student not be retained for the following reasons:

_____ met promotional standards _____ previous retention _____ enrolled in summer school

_____ not age appropriate _____ other: _____

Retention/Promotion Checklist - Grades 2-3 and 3-4

NOTE: This procedure is for English only and regular education students. EL and Special Education students are **not** included in this procedure. **Retention decisions for Special Education students are made as part of the IEP process.** For EL students, the criterion is whether the student is making adequate progress in learning English. Guidelines for the retention of EL students are provided on page 15.

Step One: (By the end of the first six weeks of school) Date: _____

Student assessment results:

- for students reading at or above grade level, continue regular instruction
- for students reading below grade level, provide Level I interventions

Step Two: (By the end of the first trimester) Date: _____

Only students in level one intervention program and reading two or more years below grade level.

Student assessment results:

- reading at or above grade level, discontinue Level I interventions
- making progress towards meeting standards, continue Level I interventions
- making little or no progress toward meeting district standards refer student to Promotion & Retention Review Team, send parent letter, hold SST, fill out retention/promotion form, notify principal and identify skills deficits

Step Three: Promotion & Retention Review Team Meeting Date: _____

- Promotion & Retention Review Team meets to review skill deficiency and determine appropriate placement (i.e. Level I with modifications or Level II)
- Parent notification and participation/SST, fill out form and attach group memory sheet to assessment and remediation plan

Step Four: End of Second Trimester Date: _____

Teacher repeats assessments for all students as described in the *District Diagnostic and Benchmark At a Glance*

Step Five: Mid Third Trimester Date: _____

Only for students in Level II remediation program

Level II teacher administers Woodcock Reading Mastery Test or an equivalent individually administered normed test.

- Level II teacher conferences with regular classroom teacher to determine student placement on Promotion/Retention reading matrix
- Classroom teacher completes Promotion/Retention matrix

Step Six: (No later than 20 days before the end of school) Date: _____

- Classroom teacher makes final recommendation regarding promotion and retention
- Classroom teacher reports final recommendation to Promotion & Retention (or SST) Review Team
- Report to parents and all forms completed

If appealed, matter goes to the District placement team.

Retention/Promotion Checklist - Grades 4-5 and 5-6

NOTE: This procedure is for English only and regular education students. EL and Special Education students are **not** included in this procedure. Retention decisions for Special Education students are made as part of the IEP process. For EL students, the criterion is whether the student is making adequate progress in learning English. Guidelines for the retention of EL students are provided on page 16.

Step One: (By the end of the first six weeks of school) Date: _____

READING:

- Classroom teacher assesses all new students and returning students who received a “1” in language arts the previous year.

Student assessment results:

- for students reading at or above grade level, continue regular instruction
- for students reading below grade level, provide Level I interventions

WRITING and SPELLING:

Assess new students and review returning students' scores on district assessments from previous year. If student received a "2" or lower on the district writing sample and/or received a “1” or a “2” in spelling, provide Level I interventions.

MATHEMATICS:

Assess new students and review returning students' scores on the district math assessment from the previous year. If a student received a "1" in the District Math Assessment, provide Level I classroom intervention on deficient math skills.

Step Two: (By the end of the first trimester) Date: _____

Only Students in level one intervention program and:

- ◆ reading and/or spelling two or more years below grade level
- ◆ and/or performing significantly below grade level in math

READING, WRITING and SPELLING:

- Teacher uses assessments as described in the *District Diagnostic and Benchmark At a Glance*.

Student Assessment Results

- reading at or above grade level, discontinue Level I interventions
- making progress towards meeting standards, continue with Level I interventions
- making little or no progress toward meeting district standards, refer student to Promotion & Retention Review Team, send parent letter, hold parent conference/SST, fill out retention/promotion form, notify principal and identify skills deficits

MATHEMATICS:

Assess student progress toward meeting district math standards assessed to date.

Student assessment results:

- demonstrating mastery of grade level standards, discontinue Level I interventions
- demonstrating progress toward meeting standards, continue with Level I interventions
- If student demonstrates little or no progress toward meeting district standards, refer student to Promotion & Retention Review Team

Step Three: Promotion & Retention SST Meeting Date: _____

- Promotion & Retention Review Team meets to reviews skill deficiency and determine appropriate placement (i.e. Level I with modifications or Level II)
- Parent notification and participation, fill out form and attach group memory sheet to assessment and remediation plan

Step Four: End of Second Trimester Date: _____

Teacher repeats assessments for all students as described in the *District Diagnostic and Benchmark At A Glance*.

Step Five: Mid Third Trimester Date: _____

Only for students in Level II remediation program.

READING:

Level II teacher administers Woodcock Reading Mastery Test or an equivalent individually administered normed test.

- Level II teacher conferences with regular classroom teacher to determine student placement on Promotion/Retention reading matrix
- Classroom teacher completes Promotion/Retention matrix

SPELLING, WRITING and MATH:

The classroom teacher uses district assessments in Spelling, Writing, and Math to determine student placement on the Promotion/Retention matrix.

Step Six: (No later than 20 days before the end of school) Date: _____

- Classroom teacher makes final recommendation regarding promotion and retention
- Classroom teacher reports final recommendation to Promotion & Retention Review SST Team
- Report to parents and all forms completed

If appealed, matter goes to the District placement team.

Levels of Reading Intervention Definitions

LEVEL I IN-CLASS INTERVENTION is a prescribed mastery program that is conducted by the classroom teacher, usually in a small group or one-to-one organization four or five days a week. The teacher may enlist help from volunteers, cross-age tutors, and paraprofessionals. These support personnel must be under the direct supervision of the classroom teacher and their role is to reinforce skills that have been directly taught by the classroom teacher. Paraprofessionals are not authorized to directly teach an intervention lesson. The intervention is scheduled during regular class time. Appropriate Level I interventions within the classroom are maintained for students also receiving Level II and special education assistance.

LEVEL II INTERVENTION is a prescribed, intensive program that is conducted by a specially trained teacher and is *usually* conducted outside of the classroom. Level II programs are designed for students who are experiencing deficiencies in processing phonological, visual, or language comprehension information, which leads to significantly low reading and spelling skills. Participation in a Level II program follows unsuccessful participation in a Level I classroom program over a enough time (i.e. daily for a full trimester). This intervention is often preceded by more formal assessments. The program is most effective when applied on a frequent basis (3 or more times/week). Categorical programs represent a source of support for in-class, pullout, before-and after-school, intersession, and summer programs. This program is most successful when applied as early as possible in a child's educational career, but not before there has been an opportunity for effective classroom instruction and intervention.

NOTE: A "Level of Intervention" refers to the **program**, not a structure or time frame. For example, an "after-school program" would not, in and of itself, be a level I or II program. What was being **done** during that time would determine the program level. The same would hold true for "regrouping students by skill level." Here the criteria would be what **program** the teacher with the "below expected reading level" group was using.

Retention/Promotion Checklist Condensed

Step One:

Grades 2-3 and 3-4

- By the end of the first six weeks of school
- Assessments to determine which students are reading below grade level

Grades 4-5 and 5-6

- By the end of the first six weeks of school
- Assessments or evaluations of past scores in reading, writing, spelling, and math

Step Two

Grades 2-3 and 3-4

- By the end of the first trimester
- Assessments on students reading below two or more years below grade level
- Refer to promotion/retention teams, send parent letter, hold SST conference, fill out form, notify principal, and identify skill deficits

Grades 4-5 and 5-6

- By the end of the first trimester
- Assessments in reading, writing, spelling, and math
- Refer to promotion/retention teams, send parent letter, hold SST conference, fill out form, notify principal, and identify skill deficits

Step Three

Grades 2-3 and 3-4

- During mid third trimester
- Administer Woodcock Reading Mastery Test or an equivalent individually administered normed test.
- Level II teacher and classroom teacher conference to determine level on matrix

Grades 4-5 and 5-6

- During mid third trimester
- Administer Woodcock Reading Mastery Test or an equivalent individually administered normed test.
- Assess in spelling, writing and math

No later than 20 days before the end of school

Grades 2-3 and 3-4

- Teacher makes final recommendation
- Teacher reports recommendation to Promotion/Retention SST team
- Teacher reports recommendation to parent & completes forms

Grades 4-5 and 5-6

- Teacher makes final recommendation
- Teacher reports recommendation to Promotion/Retention SST team
- Teacher reports recommendation to parent & completes forms

TUSD Board Policy – Retention/Promotion

BP 5123

Students

The Governing Board desires to see student's progress with their peers through the school system's grade levels. To accomplish this, instruction should accommodate the varying interests and growth patterns of individual children and include strategies for addressing academic deficiencies.

The schools of the district are dedicated to the best possible development of each student enrolled. The professional staff is expected to place students at the grade level best suited to them academically, socially, and emotionally.

Students will normally progress annually from grade to grade, or level to level. Exceptions may be made when, in the judgment of the certificated staff, such exceptions are in the best interest of the students involved. Exceptions will always be made after prior notification and explanation to each student's parents or guardian, but the final decision shall be rest with the school authorities.

Acceleration

Acceleration is possible when high academic achievement is evident. However, the student's social and emotional growth shall be taken into consideration before placing him/her in a higher grade.

Initial Placement

Placement below the age appropriate grade is possible when lack of skills to be successful in the age appropriate grade are evident. However, the student's social and emotional growth shall be taken into consideration before placing him/her in a lower grade.

Promotion

Students shall progress through the school system's grade levels by demonstrating growth and meeting grade-level standards of expected student achievement.

Progress toward high school graduation shall be based on the student's ability to pass the subjects and electives necessary to earn the required number of credits. The student must also meet the minimum proficiency requirements in basic skills as set by the Board.

Retention

As early as possible in the school year and in the student's school career, the Superintendent or designee shall identify students who should be retained and who are at risk of being retained in accordance with law, board policy, administrative regulation and established district criteria. The district has established grade level standards of expected student achievement for promotion and retention in grades 2-3, 3-4, 4-5, 5-6, and 8-9.

Students may be retained at other grade levels through using the district prescribed processes.

Remediation for Retained students and students at risk of being retained

When a student is recommended for retention or is identified as being at risk for retention, the Superintendent or designee shall provide opportunities for remedial instruction to assist the student in overcoming his/her academic deficiencies. Such opportunities may include but are not limited to tutorial programs, after-school programs, summer school program and/or the implementation of a student study team recommendation.

When a teacher believes that retention is necessary because the student is not meeting grade level standards of expected student achievement, he/she shall conference with the parent and shall ask the principal to establish a student study team to consider the child's academic, social and emotional performance. The student's parent/guardian shall be invited to participate on the student study team.

Before retaining a student, the student study team shall determine that:

1. The student has not met grade-level standards of expected student achievement.
2. Remedial help for the student has not sufficiently prepared the student for advancement.
3. Appropriate interventions targeted to the student's needs will be provided in addition to retention.
4. The student's parent/guardian has been notified and given reasons for the retention.

District Placement Appeal Team

In the event of disagreement, not resolved through the prescribed procedures, on promotion or retention of students, current grades 1-8, the principal will refer the matter to a District Placement Appeal Team. The District Placement Appeal Team will be comprised of a principal from another school, a teacher from another school and a district level administrator. The District Placement Appeal Team's decision shall be final.

Legal Reference:

EDUCATION CODE

46300	Method of computing ADA
48011	Admission on completing kindergarten; grade placement of pupils coming from other districts
48070	Promotion and retention
48431.6	Required systematic review of students and grading
51215	Proficiency standards in basic skills
51216	Assessment of pupil proficiency
51217	Withholding diploma (high school)
51218	Separate proficiency standards
56345	Elements of individualized education plan

MANAGEMENT RESOURCES

CDE PROGRAM ADVISORIES

6121.89-6123.89	Educating Young Children: Next Steps in Implementing the School Readiness Task Force Report
916.91	Retention of Students in Elementary and Middle Grades, CIL 91/92-02

CDE MANAGEMENT ADVISORIES

900.90	Changes in Law concerning Eligibility for Admission To Kindergarten 9010
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TUSD Adopted: 6/23/98
Revised:4/24/2001

TUSD Administrative Regulations

Students

AR 5123

A. Purpose and Scope

All accelerations, placement, promotions, and retentions shall be determined after careful consideration of the student's academic, social, emotional, physical, and mental development.

B. General

First Grade Acceleration

A child enrolled in kindergarten may be admitted to the first grade at the discretion of the principal and upon determination that the child is ready for first grade work. Admission shall be subject to the following minimum criteria: (Code of Regulations, Title 5, Section 200)

1. The child is at least five years of age.
2. The child has attended a public school kindergarten for a long enough time to enable school personnel to evaluate his/her ability. The student has attended one full reporting period of the school year unless special circumstances exist.
3. The child is in the upper five percent of his/her age group in terms of general mental ability.
4. The physical development and social maturity of the child are consistent with his/her advanced mental ability.
5. The parent/guardian of the child has filed a written statement with the school district approving the placement in first grade.

The School Site Student Study Team shall make a recommendation. Parents who have had their request for acceleration denied may appeal this decision to the school principal who shall make the final determination.

Grade 1-8 Accelerations

All accelerations during the school year shall be determined after careful consideration of the student's academic, social, emotional, physical, and mental development. A student study team shall make a recommendation. Parents who have had their request for acceleration denied may appeal this decision to the school principal who shall make the final determination.

Grade K-1 Placement/Retention

Children five years old or older who have completed one year of kindergarten shall be admitted to first grade regardless of age unless the parent/guardian and the district agrees that the child shall continue in kindergarten for not more than one additional school year. (Education Code 48011)

Whenever a student continues in kindergarten for an additional year, the Superintendent or designee shall secure an agreement, signed by the parent/guardian, stating that the student shall continue in kindergarten for not more than one additional school year. (Education Code 46300)

Students in first grade not meeting district promotional standards may be retained through recommendations from a student study team. Parents who have a request for promotion denied may appeal this decision to the school principal who shall make the final determination.

Initial Placement

Placement below the age appropriate grade is possible when there is evidence that there is a lack of skills to be successful in the age-appropriate grade. However, the student's social and emotional growth shall be taken into consideration before placing him/her in a lower grade. A student study team shall make a recommendation. Parents who have had their request for initial placement denied may appeal this decision to the school principal who shall make the final determination.

Promotion

Students shall progress through the school system's grade levels by meeting district promotional standards.

Progress toward high school graduation shall be based on the student's ability to pass the subjects and electives necessary to earn the required number of credits. The student must also pass the high school exit exam.

When a student does not meet established district promotional standards and interventions have not brought about sufficient remediation, special consideration may be given to students who are a year or more over-age for the grade.

The teacher's evaluation shall be discussed with the student's parents/guardians and the principal, before a final determination of retention or promotion. (Education Code 48970.5)

In the event an appealing party disagrees and the issue is not resolved through the prescribed procedures, on promotion or retention of students in current grades 2-5 and grade 8, the principal will refer the matter to a District Placement Appeal Team.

Retention-Identification of Students

The Superintendent or designee shall identify students who should be retained or who are at risk of being retained. (Education Code 48070.5).

Students in grade 2 and 3 shall be identified for retention primarily on the basis of their level of proficiency in reading. Students in grades 4, 5, and 8 shall be identified primarily on the basis of their level of proficiency in reading, English language arts, and mathematics.

Students shall be identified on the basis of district promotional standards and other indicators of academic achievement as established by the district.

Students shall be retained who are:

1. Failing to achieve district promotional standards based on multiple measures in reading in grades 2 and 3.
2. Failing to achieve district promotional standards in reading, English language arts, and mathematics based on multiple measures in grades 4, 5, and 8.

Students shall be designated as at risk of being retained who are in jeopardy of:

1. Failing to achieve a district promotional standards based on multiple measures in reading in grades 2 and 3
2. Failing to achieve district promotional standards in reading, English language arts, and mathematics based on multiple measures in grades 4, 5, and 8.

The teacher's evaluation shall be discussed with the student's parents/guardians and the principal or designee before a final determination on retention or promotion. (Education Code 48970.5) The refusal of the parent or guardian to attend or respond to notification shall not preclude retaining or promoting the student.

Special education students shall be evaluated by their special education teacher of record based on standards defined in their individual education plans (IEPs).

English language learners designated as at risk of retention shall be evaluated individually to distinguish between proficiency with grade level content and level of English acquisition. The student shall not be solely retained due to limited English proficiency.

Remediation before Promotion

When a student is recommended for retention or is identified as being at risk for retention, the Superintendent or designee shall provide opportunities for remedial instruction to assist the student in overcoming his/her academic deficiencies. Such opportunities may include but are not limited to tutorial programs, after-school programs, summer school program, intersession and/or the implementation of a student study team recommendation. Parents shall be provided an option to exclude their child from this mandatory instruction.

Students shall be reassessed at the end of the remediation program as soon as feasible. The decision to retain or promote the student shall be evaluated at that time.

Exception to Retention Criteria

If a student is identified as performing below the minimum standard for promotion, the student shall be retained in his/her current grade level unless the student's regular classroom teacher(s) determines in writing to a student study team that retention is not the appropriate intervention for the student's academic deficiencies.

This written determination shall specify the reasons that retention is not appropriate for the student and shall include recommendations for interventions other than retention that, in the opinion of the teacher(s), are necessary to assist the student in attaining acceptable levels of academic achievement. (Education Code 48070.5).

Promotion Contingent Upon Remediation

If the teacher's recommendation to promote is contingent on the student's participation in a remediation program, the student's academic performance shall be reassessed at the end of the remediation program or as soon as feasible, and the decision to retain or promote the student shall be reevaluated at that time. Parents shall be provided an option to exclude their child from this mandatory instruction.

If the student does not have a single regular classroom teacher, the principal or designee shall specify the teacher(s) responsible for the decision to promote or retain the student. (Education Code 48970.5) In grade 8, the teachers making the decision should include the core teacher, the math teacher, and a third teacher designated by the principal.

Pupil retention should be limited to a maximum of one (1) year total (K-8).

Notifications

When a student is identified as being at risk of retention, the Superintendent or designee shall so notify the student's parents/guardians in writing as early in the school year as practicable through the regular reporting systems. Notification should take place no later than the first reporting period unless special circumstances exist. The student's parent/guardian shall be provided an opportunity to consult with the teacher(s) responsible for the decision to promote or retain the student. (Education Code 48970.5)

The site principal or principal's designee shall also provide a copy of the district's acceleration/placement/promotion/retention policy and administrative regulation to those parents/guardians who have been notified that his/her child is at risk of retention.

Appeals

The teacher's decision to promote or retain a student may be appealed consistent with Board Policy, administrative regulation, and law.

The burden shall be on the appealing party to show why the teacher's decision should be overruled. (Education Code 48070.5)

To appeal a teacher's decision, the appealing party shall submit a written request to the site principal specifying the reasons why the teacher's decision should be overruled. The appeal must be initiated within 10 school days of the determination of retention or promotion. The teacher shall be provided an opportunity to state orally and/or in writing the criteria on which his/her decision was based.

Within 30 school days of receiving the request, if disagreement still exists, the principal shall call for a District Placement Appeal Team meeting.

When an appealing party has a disagreement on promotion or retention of students in grades 2-6 and 8-9, after following prescribed procedures, the principal will refer the matter to the District Placement Appeal Team. The District Placement Appeal Team will be comprised of a principal from another school, a teacher from another school, a parent from another school and a district level administrator. The District Placement Appeal Team's decision shall be final. Prior to making a decision, the District Student Placement Appeal Team will review the teacher's decision and the appealing parties input. The District Student Placement Appeal Team's decision shall be final.

If the decision of the District Student Placement Appeal Team is unfavorable to the appealing party, he/she shall have the right to submit a written statement of objections that shall become part of the student's records.

Additional Information for Grades 6-8

A student who accumulates more than four (4) "F" grades in one academic year will be considered for retention in grades 6, 7 and 8. Students in grade 8 making promotional standards in reading, English language arts, and mathematics and still having more than 4 F grades will still be considered for retention.

During the school year, the student may attend after school remediation classes to make up credits and meet district promotional standards. Students may also attend summer school to meet district promotional standards. Students may be assigned a additional periods. Attendance standards and satisfactory coursework must be maintained to receive credits.

Before promoting a student due to special considerations, students, parents, and staff shall make every effort for the student to have no more than four (4) failing grades in an academic year and meet the district promotional standards.

A student study team will review retentions and promotions in grades 6, 7 and 8 based on F grades. Appeals will be forwarded to the principal whose decision will be final.

Earned Promotion

1. Middle school students who have been retained in the 6th or 7th grades may be considered for an earned promotion at the beginning of the third quarter of their retained year if they have maintained at least a 3.0 G.P.A. with no F's during both the first and second quarters. Student study team can make recommendations for promotion to the next grade when a student is making satisfactory academic progress and has not received any D's or F's.
2. Students who have been retained in the 8th grade are not eligible for an earned promotion to high school.

Grade Placement grades 9-12

1. Grade level placement will be determined by the number of credits earned by the student. These credits will be calculated at the conclusion of first semester, second semester, and the beginning of each school year.

Retention and promotion shall be carried out at intervals using the following criteria:

	<u>Start of Year</u>	<u>Mid-Year</u>
10th Grade	40 Credits	70 Credits
11th Grade	100 Credits	130 Credits
12th Grade	160 Credits	190 Credits

To earn status as a 10th grader, students must earn a minimum of 40 credits and pass 9th grade English and reading class, if enrolled.

2. The student's class activities will be consistent with current grade level standing. Where appropriate, academic eligibility standards will also apply.
3. Students must pass the high school exit exam to earn a high school diploma.

C. Forms and Additional References

Parent notification
Teacher recommendation form

D. Procedures

As prescribed in school handbooks and administrative regulations

E. Reports Required

Principals shall submit annually to the Superintendent or designee a list of student names by grade level who have not met district promotional standards and whether or not they have been retained.

TUSD Acknowledged: 6/23/98
Revised: 5/25/99
Revised: 4/24/01

F. Records Retention

None

G. Responsible Parties

Site Principals
Educational Services
Student Services

E. Approved by Administrator of Unit

Assistant Superintendent of Educational Services

TUSD Acknowledged: 6/23/98

Revised: 5/25/99

Revised: 4/24/01



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to the educated"*

Guidelines for Retention of EL students

Guidelines for Retention of K-5 EL Students:

For EL students to be retained, the following guide and steps need to be followed:

Step 1. Student is not meeting expected achievement level.

Based on the Annual EL Monitoring form, the student is not making adequate progress.

Step 2. Parents Notification

Parents need to be notified by the school of the possibility of their child's retention. It should be done during the first teacher/parent conference.

Step 3. Intervention

A Plan for Overcoming Academic Deficits is in place and the student is still not meeting expected levels of achievement. The student should be referred to the SST Team. Additional recommendations for classroom curriculum or instructional modifications are made by the SST and the results of program modifications need to be evaluated. This may be done in conjunction with the follow-up of the Plan for Overcoming Academic Deficits.

Step 4. The parent is contacted to participate in the promotion/retention decision.

The parents need to be contacted to schedule a conference to decide on retention/promotion of the child. The decision will be based on the student's evidence of progress. The school has the final decision regarding promotion/retention with the option for the same appeal process as regard regular promotion/retention.

Guidelines for Retention of Gr. 6-8 EL Students:

ELD Core teachers need to follow the same four steps indicated above for their students. Other factors such the number of units earned, and attendance may also be considered in making the decision as to whether or not to retain a student.



TRACY
UNIFIED SCHOOL DISTRICT

KINDERGARTEN RETENTION FORM

*"The future belongs
to the educated"*

Dr. Brian R. Stephens
Superintendent
(209) 830-3201
(209) 830-3204 Fax

Dr. Robert Pecot
*Associate Superintendent
of Business Services*
(209) 830-3230
(209) 830-3259 Fax

Julianna Stocking
*Assistant Superintendent
of Educational Services:*
(209) 830-3202
(209) 830-3209 Fax

Tammy Jalique
*Associate Superintendent of
Human Resources:*
(209) 830-3260
(209) 830-3264 Fax

1875 W. Lowell Ave.
Tracy, CA 95376

www.tracy.k12.ca.us
[Facebook.com/TracyUnifiedSD](https://www.facebook.com/TracyUnifiedSD)

Name of Pupil: _____

Kindergarten attendance anniversary date: _____
(1 year after first date attended)

Name of school official approving for district: _____

Information for parent or guardian:

California law provides that after a child has been lawfully admitted to a kindergarten and has attended for a year, the child shall be promoted to the first grade unless the school district and the child's parent/guardian agree to having the child to continue to attend kindergarten for not longer than one additional year. This rule applies whether a child begins kindergarten at the beginning of a school year or at some later date, so that a child who begins kindergarten in January, for example, shall be promoted the following January unless there is formal agreement to having him or her continue. Because kindergarten age children often do not develop at steady or predictable rates, the California Department of Education recommends that approval for a child to continue not be given until near the anniversary of a child's admittance to kindergarten.

I agree to have my child (named above) continue in kindergarten until _____ (may not be more than one year beyond anniversary).
(date)

Signature of Parent/Guardian _____ Date: _____

Printed/Typed name of Parent/Guardian _____

Address _____

Telephone number _____

Retention Worksheet
GRADES 2 TO 3 and 3 TO 4 • READING

Student Name: _____ Grade: _____ Teacher: _____

The standards indicated below are meant to be **end of the year** criteria.

Student data:

NOTE 1: For those students considered for retention, the student's reading level would be validated using the Woodcock Reading Mastery Assessment or an equivalent individually administered normed test.

NOTE 2: "Grade" would be an average of the three trimesters grades in reading.

An average of 1.0 - 1.4 = 1; 1.5 - 2.4 = 2; 2.5 - 3 = 3

READING

Woodcock/Reading Score: Total: _____ Comprehension: _____

Using the Reading Comprehension level and the Grade Average determine if this student should pass (P) or not pass (NP)

Number of "1's" in the READING STANDARDS section of the report card	One half (.5) year below or above grade level in Reading Comprehension	.6 to 1.4 years below in Reading Comprehension	1.5 years or more below in Reading Comprehension
0-2	P	P	NP
3-4	P	NP	NP

ACCORDING TO THEIR ACADEMIC RECORD OF ACHIEVEMENT THE STUDENT:

_____ Should not be retained because s/he has met promotional standards

_____ Should not be retained because s/he has met promotional standards BUT would benefit from attending summer school

_____ Should be retained, BUT the classroom teacher recommends that the student not be retained for the following reasons:

_____ previous retention _____ not age appropriate

_____ other: _____

_____ Should be retained BUT is promoted contingent upon successful completion of summer school.

_____ **Will be retained.**

A conference with parents to recommend retention was held on _____ (date)

Teacher Signature

Parent Signature

Retention Worksheet
GRADES 4 TO 5 and 5 TO 6
Language Arts/Mathematics

Student Name: _____ Grade: _____ Teacher: _____

NOTE: For those students considered for retention, the student's reading level would be validated using the Woodcock Reading Mastery Assessment or an equivalent individually administered normed test.

READING:

Assessment of Reading: _____ Score: _____ Comprehension: _____

Number of "1's" in the READING STANDARDS section of the report card	No more than one (1) year below or at or above grade level in Reading Comprehension	One (1) year to 1.9 years below in Reading Comprehension	Two (2) years or more below in Reading Comprehension
0-2	P	P	NP
3-4	P	NP	NP

SPELLING:

Spelling Score on Report Card: _____

Receiving a "1" on the report card	Receiving a 2, 3, or 4 on the report card
NP	P

WRITING:

District Writing Sample Score: Holistic: _____ Conventions: _____

(Gr. 4 = Response to Lit.; Gr. 5 = Narrative)

Other Writing Assessment Scores:

Gr. 4: Summary _____ Narrative: _____ Report: _____

Gr. 5: Response to Lit: _____ Persuasive: _____ Report: _____

Number of "1's" in the Writing Standards section of the Report Card	Score of "3" or more on District Writing Sample	Score of "2" on the District Writing Sample	Score of "1.5" or below on the District Writing Sample
0-2	P	P	NP
3-4	P	NP	NP

MATH:

Number of District Assessments passed: _____

Report Card Grade : T1: _____ T2: _____ Avg: _____

Subject Letter Grade**	Number of Standards Met on District Math Assessment			
	13 – 15	10 - 12	7 - 9	6 or less
A	P	P	P	NP
B	P	P	P	NP
C	P	P	P	NP
D	P	P	NP	NP
F	P	NP	NP	NP

****NOTE:** The Subject Letter Grade is an average of the grades given at each of the first two trimesters.

A = 3.5-4.0 B=2.5-3.4 C=1.5-2.4 D = .5 – 1.4 F= below .5

PROMOTION/RETENTION SUMMARY:

Step 1: OVERALL LANGUAGE ARTS PROMOTION/RETENTION STANDARD:

List the student's three language art's scores:

Reading Score (P/NP): _____ Spelling Score (P/NP): _____ Writing Score (P/NP): _____

Refer to the chart below to determine the student's overall Language Arts score:

READING	SPELLING	WRITING	<i>FINAL</i>
P	P	P	P
P	P	NP	P
P	NP	P	P
NP	P	P	P
P	NP	NP	NP
NP	NP	NP	NP
NP	P	NP	NP
NP	NP	P	NP

Step 2: MATH SCORE (P/NP) _____

Step 3: DETERMINE OVERALL PROMOTION/RETENTION STANDARD:

LANGUAGE ARTS	MATH	FINAL
P	P	P
P	NP	P
NP	P	P
NP	NP	NP

ACCORDING TO THEIR ACADEMIC RECORD OF ACHIEVEMENT THE STUDENT:

_____ Should not be retained because s/he has met promotional standards

_____ Should not be retained because s/he has met promotional standards BUT would benefit from attending summer school

_____ Should be retained, BUT the classroom teacher(s) recommend that the student NOT be retained for the following reasons:

_____ previous retention (grade:) _____ not age appropriate

_____ other: _____

_____ Should be retained BUT is promoted contingent upon successful completion of summer school.

_____ **Will be retained.**

A conference with parents to recommend retention was held on _____ (date)

Teacher Signature

Parent Signature