

## 2017-2018 Process for Early Identification **At-Risk of Retention**

Promotion/Retention Policy Criteria – based upon Education Code 48070.5(b)

Standards-based report card markings (1-4) are based upon multiple measures and systematic observation.

### Criteria for At-Risk of Retention Grades 1st – 3rd:

Based on his/her proficiency in meeting Language Arts requirements as reported in Reading, Writing, and Listening/Speaking sub-sections:

#### 1<sup>st</sup> grade:

- A mark of "1" in 5 or more of the Language Arts sub-sections

#### 2<sup>nd</sup> grade:

- A mark of "1" in 7 or more of the Language Arts sub-sections OR
- Has been placed in the Intensive Reading Program (working two or more years below grade level).

#### 3<sup>rd</sup> grade:

- A mark of "1" in 7 or more of the Language Arts sub-sections OR
- Has been placed in the Intensive Reading Program (working two or more years below grade level).

### Criteria for At-Risk of Retention Grades 4<sup>th</sup> – 6<sup>th</sup>:

Based on his/her proficiency in meeting Language Arts requirements as reported in Reading, Writing, Listening/Speaking; and/or Math sub-sections:

- A mark of "1" in 7 or more of the Language Arts sub-sections  
AND/OR
- Has been placed in the Intensive Reading Program (working two or more years below grade level).  
AND/OR
- A mark of "1" in 4 or more of the Math sub-sections

### Interventions for "At-Risk of Retention" Students

A pupil shall be offered interventions when the pupil's parents/guardians are notified that their child is at risk for retention. Interventions may include: special temporary programs and/or placements, programs offered during intersession, after school programs, Saturday school programs, additional assistance from the classroom teacher, participation in attendance incentive programs and other interventions available at the school site and home.

### Exceptions to Retention

1. The pupil has an active IEP or 504 Plan that demonstrates an impact on the pupil's academic performance.
2. The pupil is an English language learner in the District's Sheltered English Immersion program, parental choice program, or other program.
3. The pupil was not offered interventions.
4. The pupil has been previously retained.
5. Teacher determination along with the completion of the "Light's Retention Scale."

### Appeal Process

After the parents/guardians learn of the decision to retain or promote their child, they may initiate an appeal of this decision. Such an appeal may be made to the principal or the principal's designee, then to the Superintendent's designee, and finally, if necessary, to the Superintendent of the District.