Grades K-2 Promotion/Retention Student Evaluation

Student Name

Teacher Name

School Name

Grade

Date Completed

Check one box:

- EO, English only
- FEP - Initial, date
- FEP - Reclassified, date
- EL, level ______, date ______

Codes for Student Scoring

1) Achievement Grade at the end of grading period

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above Standard</td>
<td>4</td>
</tr>
<tr>
<td>At Standard</td>
<td>3</td>
</tr>
<tr>
<td>Below Standard</td>
<td>2</td>
</tr>
<tr>
<td>Significantly Below Standard</td>
<td>1</td>
</tr>
</tbody>
</table>

2) Performance Task Average

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above Standard</td>
<td>6</td>
</tr>
<tr>
<td>At Standard</td>
<td>4</td>
</tr>
<tr>
<td>Approaching Standard</td>
<td>2</td>
</tr>
<tr>
<td>Below Standard</td>
<td>1</td>
</tr>
<tr>
<td>Did Not Attempt</td>
<td>0</td>
</tr>
</tbody>
</table>

3) Student Attendance

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above Standard</td>
<td>96% - 100%</td>
<td>3</td>
</tr>
<tr>
<td>At Standard</td>
<td>92% - 95%</td>
<td>2</td>
</tr>
<tr>
<td>Below Standard</td>
<td>87% - 91%</td>
<td>1</td>
</tr>
<tr>
<td>Significantly Below Standard</td>
<td>≤ 0% - 86%</td>
<td>0</td>
</tr>
</tbody>
</table>

EL students will not be retained if meeting Academic Success Index benchmarks.

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above Standard</td>
<td>11 - 15</td>
</tr>
<tr>
<td>At Standard</td>
<td>8 - 10</td>
</tr>
<tr>
<td>Below Standard</td>
<td>0 - 7</td>
</tr>
</tbody>
</table>

(Complete Student Intervention/Accommodation Record)

Recommended for remediation as a condition of promotion or

Recommended for both remediation and retention.

(If a K student, complete E 5123 (f) Agreement to Continue in Kindergarten.)

*In K-2 Primary consideration will be Reading and Language Arts.

Notify parents if student is at-risk. E 5123(c,d,e,f)

revised April 23, 2002
## Grades 3-11 Promotion/Retention Student Evaluation

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Grade</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Name</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Name</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Check one box:
- **EO, English only**
- **FEP - Initial, date**
- **FEP - Reclassified, date**
- **EL, level **, date **

### Codes for Student Scoring

#### 1) Achievement Grade at the end of grading period

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above Standard</td>
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</tr>
<tr>
<td>Below Standard</td>
<td>2</td>
</tr>
<tr>
<td>Significantly Below Standard</td>
<td>0</td>
</tr>
</tbody>
</table>

#### 2) Performance Task Average

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
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<td>2</td>
</tr>
<tr>
<td>Below Standard</td>
<td>1</td>
</tr>
<tr>
<td>Did Not Attempt</td>
<td>0</td>
</tr>
</tbody>
</table>

#### 3) Student Attendance

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above Standard</td>
<td>96%</td>
</tr>
<tr>
<td>At Standard</td>
<td>92%</td>
</tr>
<tr>
<td>Below Standard</td>
<td>87%</td>
</tr>
<tr>
<td>Significantly Below Standard</td>
<td>0%</td>
</tr>
</tbody>
</table>

#### 4) STAR Assessment

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>12</td>
</tr>
<tr>
<td>Proficient</td>
<td>10</td>
</tr>
<tr>
<td>Basic</td>
<td>8</td>
</tr>
<tr>
<td>Below Basic</td>
<td>4</td>
</tr>
<tr>
<td>Far Below Basic</td>
<td>0</td>
</tr>
</tbody>
</table>

### Achievement

<table>
<thead>
<tr>
<th>Score</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading/Language Arts 1 Math 1</td>
<td></td>
</tr>
<tr>
<td>Reading/Language Arts 2 Math 2</td>
<td></td>
</tr>
<tr>
<td>Reading/Language Arts 3 Math 3</td>
<td></td>
</tr>
<tr>
<td>English/Language Arts 4 Math 4</td>
<td></td>
</tr>
</tbody>
</table>

### Total Points

| EL students will not be retrained if meeting Academic Success Index benchmarks. |
|------------------------------|--------|
| R/LA                        |        |
| Math                        |        |

- **Above Standard** 18 points to 22 points - Student recommended for promotion.
- **At Standard** 11 points to 17 points - Student recommended for promotion.
- **Below Standard** 0 points to 10 points - Recommended for remediation program, or
  
  (Complete Student Intervention/Accommodation Record) 

- **In grades 2-3 primary consideration will be Reading and Language Arts. Notify parents if student is at risk of retention.**

- **Recommended for remediation as a condition, or**

- **Recommended for both remediation and retention.**

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*revised April 23, 2002*
Dear Parent(s),

As your child's classroom teacher (and with accordance with our district Social Promotion / Retention Policy BP 5123), I have determined that your child is performing below the minimum standard for promotion.

______ I / We do believe that retention is an appropriate intervention for your student's academic deficiencies. Your child will remain in grade _____.

Or

______ I do not believe retention is an appropriate intervention for your student's academic deficiencies as per Board Policy 5123;

Specific reasons that retention is not appropriate are as follows:

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Recommendations for further interventions, other than retention, to assist the student in attaining acceptable levels of academic achievement are as follows:

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

SST / Teacher signature  Parent signature  Date of Conference

Principal signature

Yellow copy to Parent, Pink copy to Teacher, White copy to file in Student Cumulative Record

April 23, 2002
Student Intervention/ Accommodation Record K-6

Student Name ___________________________ School Site ___________________________
Teacher ___________________________ School Year ___________________________ Grade ______

History:
Date of birth ____________, Years at school site ____, Years in CUSD ____, Attendance ____
Interventions prior to CUSD: ___________________________

Classroom Accommodations:

Physical Arrangement of Room:
____ seating student near the teacher
____ seating student away from other students
____ seating student near a positive role model
____ avoiding distracting stimuli
____ increasing the distance between the desks
____ standing near the student when giving directions or presenting lessons
____ other accommodations:

Lesson Presentation:
____ pairing students to check work
____ writing key points on the board
____ teaching through multi-sensory
____ allowing student to tape record lessons
____ providing peer tutoring
____ having child review key points orally
____ providing visual aids
____ using computer-assisted instruction
____ making sure directions are understood
____ small flexible grouping
____ other accommodations:

Assignments / Worksheets:
____ giving extra time to complete tasks
____ simplifying complex directions
____ not grading handwriting
____ reducing homework assignments
____ handing worksheets out one at a time
____ reducing the reading level of the assignment
____ requires fewer correct responses to achieve grade
____ allowing student to tape record assignments/homework
____ shortening assignments; breaking work into small segments
____ allowing computer printed assignments
____ other accommodations:

Tests:
____ taking exam orally
____ giving take home tests
____ allowing extra time for exam
____ giving frequent short quizzes
____ reading test item to student
____ allowing students to give answers on tape recorder
____ other accommodations:

Organization:
____ providing peer assistance with organizational skills
____ assigning volunteer homework buddy
____ sending daily/weekly progress reports home
____ developing a reward system for in-school and homework completion
____ providing student with a homework assignment notebook
____ other accommodations:
Student Intervention / Accommodation Record for ____________________________ page 2

Behaviors:

___ praising specific behaviors  
___ allowing legitimate movement

___ using self monitoring strategies  
___ contracting with a student

___ giving privileges and rewards  
___ increasing the immediacy of rewards

___ keeping classroom rules simple and clear  
___ implementing time-out procedures

___ allowing for short breaks between assignment 
___ cueing student to stay on task

___ marking student's correct answers, not his mistakes  
___ (nonverbal signals)

___ implementing a classroom behavior management system

___ allowing student time out of seat to run errands, etc.

___ allowing more flexibility in following classroom rules

___ adjust class schedule, shorten day

___ other accommodations:

Intervention Strategies:

___ CST dates 

___ 504 Plan

___ Parent Compact

___ Kindergarten teacher tutor

___ Parent/ Community volunteer tutor

___ Americorp tutor

___ Resource Specialist Program

___ Resource Specialist, unidentified

___ Homework club

___ After school tutor

___ Intersession

___ Summer school

___ Class tutorials

___ Saturday School

___ Peer tutor

___ Crosseage tutor

___ Mentoring

___ Parenting Instruction

___ Extra practice packets

___ Special Friends Program

___ TUPE counseling

___ Computer Assisted Instruction

___ Reading/Math Lab

___ Retention date: ______

___ Parent conference/ Goal Setting conference __________

___ Other Agency involvement ____________________________

___ other interventions:

Comments: ____________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

___ Copy to Parent, _____ Copy to Teacher, _____ Copy to file in cum record bw4/3/00

000063
California Department of Education

Kindergarten Continuance Form

Parental Agreement for Pupil to Continue in Kindergarten

Reflects amendments to California Education Code sections 46300 and 48011, effective January 1, 1992

Name of Pupil: ______________________________

Kindergarten Attendance Anniversary Date __________________________

Name of School Official Approving for District ________________________

Information for parent of 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 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 have him or her continue in kindergarten. 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 having my child (named above) continue in kindergarten until __________

(date)

(May not be more than one year beyond anniversary)

Signature of
Parent/Guardian ____________________________ Date: ________________

Printed/typed name of
Parent/Guardian ______________________________

Address: ____________________________________________

_____________________________________________________________________

Telephone Number ___________________________________________________

Revised: 5/20/2009
Date: ________________

To the parents/guardians of ______________________________:

At this time your child has been identified as not meeting district/state adopted grade level standards in either language arts or mathematics. State and district standards require that students demonstrate proficiency at their current grade level before advancing to the next grade. This determination has been made using the following criteria:

- Student Grades
- Student Performance Tasks
- Student Attendance
- STAR Assessment

The Calaveras Unified School District Promotion and Retention Policy requires notification to parents if students are not meeting grade level standards. At this time, your child is not meeting grade level standards and by the end of the school year may be recommended for retention or promotion with interventions.

Progress notices and report cards are early notification to alert you of our concern. Working together, we can make a difference in your child’s success. If you have any questions about student standards, please call your child’s school.

Sincerely,

School Site Administrator

Grade level: ________   School: ___________________________ Teacher: ____________________

C: Student cum folder

Exhibit To Board: 4/23/02